

UTILIZATION OF QUIZIZZ APPLICATION IN PAI LEARNING TO IMPROVE STUDENT UNDERSTANDING AT SMP SWASTA TUNAS KARYA BATANG KUIS CLASS VIII

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ABSTRACT

Abstrak: Penelitian ini bertujuan untuk menganalisis efektivitas penggunaan aplikasi Quizizz dalam meningkatkan pemahaman siswa pada mata pelajaran Pendidikan Agama Islam (PAI) di kelas VIII SMP Swasta Tunas Karya Batang Kuis, Kabupaten Deli Serdang. Metode yang digunakan adalah deskriptif kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi hasil belajar siswa. Aspek yang diamati meliputi pemahaman konsep dasar, akurasi jawaban, penerapan nilai Islam, kemandirian belajar, konsistensi pemahaman, kecepatan menjawab, refleksi diri, dan antusiasme belajar. Hasil penelitian menunjukkan bahwa pemanfaatan Quizizz secara signifikan meningkatkan keterlibatan dan motivasi belajar siswa. Sebagian besar siswa menunjukkan hasil belajar dalam kategori tinggi hingga sangat tinggi. Mereka lebih antusias, aktif, dan menunjukkan pemahaman materi yang lebih baik dibandingkan dengan metode pembelajaran konvensional. Selain itu, aplikasi ini juga memudahkan guru dalam melakukan evaluasi dan refleksi pembelajaran melalui fitur laporan otomatis yang tersedia. Dapat disimpulkan bahwa Quizizz merupakan media pembelajaran interaktif yang efektif untuk meningkatkan kualitas pembelajaran PAI, serta mampu menciptakan suasana belajar yang menyenangkan dan adaptif terhadap kebutuhan generasi digital.

Kata Kunci: *Quizizz; Pendidikan Agama Islam; Pembelajaran Interaktif; Media Digital*

Abstract: This study aims to analyze the effectiveness of using the Quizizz application in improving student understanding of Islamic Religious Education (PAI) subjects in class VIII SMP Swasta Tunas Karya Batang Kuis, Karo Regency. The method used is descriptive qualitative with data collection techniques through observation, interviews, and documentation of student learning outcomes. The observed aspects include understanding of basic concepts, accuracy of answers, application of Islamic values, learning independence, consistency of understanding, speed of answering, self-reflection, and enthusiasm for learning. The results showed that the use of Quizizz significantly increased student engagement and learning motivation. Most students showed learning outcomes in the high to very high category. They were more enthusiastic, and active and showed a better understanding of the material compared to conventional learning methods. In addition, this application also makes it easier for teachers to evaluate and reflect on learning through the automatic report feature available. It can be concluded that Quizizz is an effective interactive learning media to improve the quality of PAI learning, and can create a fun and adaptive learning atmosphere to the needs of the digital generation.

Keywords: *Quizizz; Islamic Religious Education; Interactive Learning; Student Understanding; Digital Media.*



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A. INTRODUCTION

Education is the main foundation in shaping the character and life skills of students. In the context of Islamic education, particularly through the subject of Islamic Religious Education (PAI), the main objective is to equip students with knowledge, understanding, and skills in practicing Islam correctly and by Sharia law. Through IRE learning, it is hoped that Muslim individuals who are faithful, pious, have noble character, and can practice Islamic values in their daily lives will be formed. However, in practice, IRE learning in various educational institutions is still dominated by conventional approaches such as lectures and memorization. This approach tends to lack interaction, is not contextual, and fails to stimulate active student participation, resulting in suboptimal learning outcomes (Salma & Mastroah, 2023).

The reality on the ground shows that many students are unenthusiastic when attending PAI lessons. This is evident from low active participation, lack of interest in asking questions, and a tendency to memorize material without deep understanding. This condition is exacerbated by the limited learning media used by teachers, especially in schools with limited facilities such as SMP Swasta Tunas Karya Batang Kuis. With the development of information technology, 21st-century learning requires teachers to be able to integrate technology into the teaching and learning process to create collaborative, flexible, and enjoyable learning. One promising innovation is the use of Quizizz, an interactive game-based quiz application that allows teachers to deliver material engagingly and competitively. Quizizz is a web-based application designed to support real-time learning evaluation. The platform enables teachers to present quizzes in an enjoyable format with features such as automatic scoring systems, leaderboards, avatars, response times, and graphical visualizations of student results.

According to Jong and Tacoh (2023), the use of Quizizz can increase student engagement in the learning process due to the gamification elements that make the learning atmosphere feel like playing. Features such as self-paced learning, multimedia integration (images, audio, video), and flexibility in its use make Quizizz an effective learning tool across various educational levels. In the context of Islamic Education (PAI), Quizizz can be used to introduce religious topics such as creed, worship, ethics, and Islamic history in a more lighthearted yet meaningful approach. With its interactive design, the app can capture students' attention, particularly those of Generation Z, who have grown up in a digital ecosystem. Furthermore, Quizizz not only functions as a medium for reinforcing material but also as a formative assessment tool. Teachers can directly analyze quiz results to identify students' weaknesses and provide quick feedback, making the learning process more adaptive and personalized. Widodo and Wahyuni (2021) state that Quizizz is highly effective in online learning because it significantly increases student activity and participation. They highlight that the competitive and engaging quiz design challenges students to focus more on solving problems and feel more involved in the overall learning process. A similar point is made by Setiawan and Rahayu (2020), who found that using Quizizz as a final evaluation tool in learning can enhance student motivation

and learning outcomes, particularly due to its visual, audio, and point-based systems that foster healthy competition. Thus, it can generally be concluded that the Quizizz application has great potential to create enjoyable, meaningful, and effective learning experiences, whether in face-to-face, online, or hybrid learning contexts. This opens up significant opportunities to integrate Quizizz into PAI learning more broadly and innovatively.

Several previous studies support the effectiveness of Quizizz in improving student learning outcomes, including research conducted by Kartika, Novianti, & Nizar (2023), which shows that the use of Quizizz in PAI learning at the junior high school level can increase student motivation and strengthen their understanding of the material. Another study conducted by Rizky & Maulana (2022) examined the use of Quizizz in Indonesian language instruction at the junior high school level. This study demonstrated that student participation increased significantly, particularly during daily assessments. Finally, research conducted by Fitriani (2021) showed that through classroom action research at MTs, she found that Quizizz was able to increase the average class score in PAI lessons after three learning cycles. Based on this review, it can be identified that the majority of previous studies were conducted using a quantitative approach. This study uses a qualitative approach to explore in depth how the implementation of Quizizz occurs contextually in the classroom. Furthermore, there has been no study that directly links Quizizz with efforts to form an understanding of Islamic values in a contextual manner and not merely cognitive achievement. Thus, this study will fill this gap through an in-depth exploration of the effectiveness and challenges of using Quizizz in PAI learning in schools with limited resources.

This study aims to answer questions regarding how the Quizizz application is implemented in Islamic Education learning at SMP Swasta Tunas Karya Batang Kuis, the effectiveness of using the Quizizz application in improving students' understanding of Islamic values, and the challenges and solutions faced by teachers in using Quizizz in schools with limited facilities. The novelty of this research lies in its qualitative approach, which explores the narratives and experiences of teachers and students, rather than just test scores, and emphasizes the contextual integration of Islamic values through interactive digital media. Based on the above, the main objective of this study is to evaluate and describe the use of Quizizz in the PAI learning process and to examine its impact on students' comprehensive and contextual understanding. This research is important because it addresses the urgent need in Islamic education to present an approach that is relevant to the characteristics of today's students. Religious education can no longer be taught solely through verbalistic methods but must be able to utilize technology to convey values in a way that resonates with students' experiences. This study is expected to serve as a practical reference for PAI teachers in developing digital learning methods, promoting innovation in schools with limited resources, and strengthening the internalization of Islamic values through contextual and participatory approaches.

B. METHOD

The approach used in this study is Classroom Action Research (CAR). According to Rabiatul Asiah (Rochmah et al., 2024), this classroom action

research was conducted in two cycles and included several stages: preparation, planning, implementation, observation, and reflection. In other words, this study not only presents the data found but also describes the phenomena and experiences of the research participants in-depth and comprehensively. This study was conducted at SMP Swasta Tunas Karya Batang Kuis, Deli Serdang Regency.

In the context of this study, Classroom Action Research was used to improve students' understanding of the Islamic Education (PAI) learning process through the use of the Quizizz application, as well as how students experience and understand the learning process. Data was collected through in-depth interviews, participatory observation, and documentation as the primary data sources. In qualitative research (John W. Creswell, 2018), it is explained that data collection is a process involving various rich and in-depth information sources, with a focus on the natural context and subjective interpretations of participants.

In this study, data collection techniques were conducted through semi-structured interviews, allowing the researcher to explore in-depth information about students' experiences and perceptions of using Quizizz in PAI learning. Additionally, observations were conducted to observe students' activities and interactions during the learning process, while documentation in the form of field notes and students' work products were also collected as supporting data. Data analysis in this study was conducted descriptively, that is, by collecting, grouping, and interpreting data obtained from interviews, observations, and documentation, which were then presented in the form of narratives describing the actual conditions in the field (G.E. Mills, 2000).

C. RESULTS AND DISCUSSIONS

Research Results

Before using the Quizizz application with eighth-grade students, the researcher obtained data on the students' use of the Quizizz application, which was then summarized as shown in the following table.

Table 1. Results before using the Quizizz application

No.	Frequency	Number of Students	Description
1.	13	41,9%	Completed
2.	18	58,1%	Not Completed
3.	31	100%	

Preliminary calculations show that the number of students participating in Islamic Religious Education activities is still low. Of the 31 students, 13 children, or 41.9% have completed the course, while 18 children, or 58.1% have not yet completed it. The researcher then used the Quizizz

application for the students and teachers to monitor the students' responses. The improvement can be seen in the following table :

Table 2. Results of the first meeting using the Quizizz app

No.	Frequency	Number of Students	Description
1.	19	61,3%	Completed
2.	12	38,7%	Not Completed
3.	31	100%	

Based on the results obtained in the first meeting, the researcher felt that it was still necessary to apply the use of the Quizizz application to optimize the ability to improve student understanding so that learning activities using the Quizizz application will be carried out in the next meeting. The table above shows that students' abilities improved when using the Quizizz app, with 19 students (61.3%) achieving mastery and 12 students (38.7%) not achieving mastery. Therefore, it can be concluded that the use of the Quizizz app can enhance students' understanding of Islamic Education learning. The comparison of ability scores in learning activities using the Quizizz app from the first and second meetings is as follows:

Table 3. Results of the second meeting using the Quizizz app

No.	Frequency	Number of Students	Description
1.	25	80,6%	Completed
2.	6	19,4%	Not Completed
3.	31	100%	

Table 3 shows the ability of students to improve their understanding of Islamic Religious Education 25 children or 80.6% have achieved mastery and 6 children have not achieved mastery or 19.4%. Thus, it can be concluded that the use of the Quizizz application can improve students' understanding of Islamic Religious Education.

Table 4. Test results for student comprehension using the Quizizz application

No.	Keterangan	Pra	Pertemuan I	Pertemuan II
1.	Tuntas	41,9%	61,3%	80,6%
2.	Tidak Tuntas	58,1%	38,7%	19,4%
		100%	100%	100%

Results of Quizizz user interviews

In an in-depth interview regarding the use of Quizizz in the PAI learning process, students were asked a series of questions designed based on specific indicators that had been determined beforehand. These indicators

encompass eight key aspects: understanding of basic concepts, accuracy of answers, application of Islamic values, independent learning, consistency of understanding, speed in answering, self-reflection, and enthusiasm in answering questions. The interview aims to evaluate the extent to which the use of Quizizz can support the teaching and learning process and enhance students' understanding of the PAI material being taught.

The first question asked in the interview was about how often students use Quizizz, either on their own or with friends. Based on data from 15 students who were interviewed, it was found that most students, 12 to be exact, said they rarely use the Quizizz app outside of formal learning hours. They usually only use the app when teachers use it in the learning process at school. In other words, the use of Quizizz is still limited to teacher initiative and has not yet developed into a habit of independent learning among students. Meanwhile, three students admitted to using Quizizz fairly frequently on their own, either at home or in study groups, citing that the app makes learning more enjoyable and helps them overcome boredom when studying PAI, which is sometimes considered challenging.

Next, students were asked about the benefits of using Quizizz in helping them understand PAI subjects. The interview results showed that 12 students stated that this application was quite helpful in improving their understanding of the lesson content. They considered that the interactive quiz approach offered by Quizizz made the learning process more interesting and less monotonous. Additionally, the multiple-choice question format and the immediate feedback after answering allow students to quickly identify their mistakes. However, 5 students remained neutral about the use of Quizizz. They stated that while the app sometimes helps them understand the lessons, it is not always effective, especially when the questions provided are either too easy or too difficult, leading to inconsistent understanding.

The next question concerns the level of difficulty of the questions presented in Quizizz. Nine students stated that the questions were relatively easy, particularly because they were accompanied by clear answer choices that aligned with the material previously studied. The ease of understanding the questions was further supported by a simple and user-friendly interface design. Three other students said that the questions in Quizizz were both easy and enjoyable, as they felt like they were playing while learning. On the other hand, two students experienced some difficulty, particularly when facing technical issues such as unstable internet connections or devices that did not support the application optimally.

Regarding the speed of answering questions, most students, namely 20 students, felt that the time provided in the application was sufficient to answer all the questions given. They considered the questions to be relatively easy to understand, allowing them to work quickly and accurately. However, six students stated that the time provided was insufficient, especially when they needed more time to read and understand the questions thoroughly.

Meanwhile, 5 other students mentioned that the time provided was sometimes sufficient, depending on the difficulty level of the questions they faced. This indicates that the speed of answering is influenced by both internal factors (students' abilities) and external factors (question difficulty).

In response to questions focusing on self-reflection after using Quizizz, the majority of students stated that they used the quiz results as material for self-evaluation, especially to see which questions they were unable to answer correctly. They acknowledged that by directly viewing the results and scores, they could identify which parts of the material still needed to be reviewed. This indicates that the use of Quizizz is not merely a tool for evaluation but can also serve as a reflective medium that supports continuous learning.

In terms of student enthusiasm, most students responded positively to the use of Quizizz. They felt more motivated and enthusiastic when taking quizzes, as the interactive features, attractive visual display, and gamification elements such as leaderboards and badges successfully created a healthy competitive atmosphere. This feature is believed to enhance students' learning motivation, particularly in PAI lessons, which are often perceived as theoretical and boring. However, some students still prefer conventional learning methods such as reading books or listening to direct explanations from teachers.

Based on the overall results of the interviews, it can be concluded that the use of Quizizz has a significant contribution to improving various aspects of student learning, particularly in understanding basic PAI concepts, improving answer accuracy, instilling Islamic values in the learning process, fostering independent learning attitudes, maintaining consistency in understanding, training thinking speed and answering questions, conducting learning reflections, and cultivating high enthusiasm in participating in lessons.

Utilization of Quizizz Application Learning Media to Improve Student Understanding

The results of utilizing the Quizizz application in Islamic Religious Education learning show a significant increase in students' understanding following the learning process. This increase is not only seen from the cognitive aspect but also from the affective and psychomotor aspects of students during the learning activities. One of the most obvious indicators is the level of student enthusiasm for participating in interactive quiz-based learning. They seem more enthusiastic, not easily bored, and active in answering every question given through the application. In addition, the results of students' daily evaluations have also increased, especially after the material was delivered through this technology-based learning media.

Students become more active, responsive, and directly involved in the learning process. They do not just answer questions mechanically but also try to understand every basic concept in Islamic Religious Education materials such as faith, worship, morals, and the history of Islamic culture. In other

words, Quizizz not only facilitates practice questions but also helps students deepen their understanding of the Islamic values taught.

One of the important findings from the use of Quizizz is its ability to overcome student boredom with traditional lecture methods. Through an attractive display and interactive features such as live scores, leaderboards, timers, and instant feedback, students feel like they are learning like they are playing a game, but still get educational benefits. The learning atmosphere becomes more fun, dynamic, and competitive, thus encouraging students to be more motivated in improving their understanding and improving their overall learning outcomes. This is in line with the findings in the study (Yasid & Mulyadi, 2023) in the *Journal of Islamic Education*, which states that the use of interactive digital media in Islamic Religious Education learning can significantly increase student motivation and learning outcomes. According to the results of the study (Jong & Tacoh, 2024), the use of Quizizz in learning can significantly increase student motivation and understanding. Quizizz provides direct feedback and automatic evaluation reports, which allow Islamic Religious Education teachers to find out how far students understand the material and where they are having difficulty. Thus, teachers can adjust advanced learning strategies more effectively.

Teachers are encouraged to utilize interactive learning media to help improve student understanding. The use of evaluation media in the learning process can provide positive stimuli that encourage motivation and encourage students to be more active in participating in learning activities (Kusnadi & Azzahra, 2024).

In addition, from the teacher's side, the use of Quizizz provides convenience in conducting assessments and reflections on learning. The Quizizz application provides a variety of interesting interactive features, such as audio support, image display, background music, and a variety of games that are designed to be fun to support the learning process (Rofiq et al., 2022). The system on Quizizz automatically displays statistics on student results, including the number of questions answered correctly or incorrectly, the time spent working, and the average class score. This data helps teachers analyze the extent to which students understand Islamic Religious Education material and determine further learning strategies.

The discussion above is directly related to the results of previous research that have been presented, including research conducted by (Muis, 2024). The use of this quizizz application has been proven to be able to improve students' understanding of fasting material. This study supports the finding that the use of Quizizz in learning can improve students' understanding. By using this application, the evaluation process becomes more fun and not boring. Equipped with various features and attractive color displays, this application can attract students' attention.

Thus, it can be concluded that the use of Quizizz in the learning process can provide a positive impact on increasing student learning motivation. This

can be seen from student responses that show a close relationship with indicators of student understanding.

D. CONCLUSIONS AND SUGGESTIONS

Based on the results of observations, interviews, and data analysis conducted on the use of the Quizizz application in Islamic Religious Education learning in class VIII of Tunas Karya Batang Kuis Private Middle School, Deli Serdang Regency, it can be concluded that this technology-based learning media has a significant positive impact on improving student understanding. The use of Quizizz has proven effective in improving various aspects of student learning, including: understanding basic concepts, accuracy of answers, application of Islamic values, learning independence, consistency of understanding, speed of answering, self-reflection, and enthusiasm in participating in learning.

Thus, Quizizz can be considered an alternative effective and innovative digital learning strategy, especially in the context of Islamic Religious Education learning. The use of this application not only improves academic understanding but is also able to shape character and increase students' learning motivation as a whole. The integration of Quizizz in teaching and learning activities is highly recommended in order to create a more meaningful, enjoyable, and relevant learning experience for the needs of today's digital generation.

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