The Effectiveness of Quizizz as an Evaluation Tool in Fiqh Learning to Enhance Student Motivation

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ABSTRACT

Low student motivation remains a significant challenge in Islamic education, particularly in subjects that are often perceived as theoretical, such as Fiqh. This study aims to evaluate the effectiveness of Quizizz interactive media as an evaluation tool to enhance students' learning motivation in Fiqh learning. The research employed a quasi-experimental design with a quantitative approach involving 60 eighth-grade students from MTs Al-Musyaffa', divided into an experimental group using Quizizz and a control group using conventional methods. Data were collected using a validated motivation questionnaire and analyzed through independent sample t-tests. The results showed a significant difference in learning motivation between the two groups. The experimental group achieved a higher average motivation score (M = 57.78) compared to the control group (M = 48.28), with a t-value of 5.852 (p < 0.05). These findings indicate that Quizizz is effective in improving students' motivation by creating a more engaging, interactive, and competitive learning atmosphere. The gamified features of Quizizz, such as real-time feedback, scoring, and leaderboards, encourage students to actively participate in the evaluation process and enhance their enthusiasm for learning. In conclusion, the integration of Quizizz in Fiqh learning evaluation contributes positively to students' motivation and can serve as an innovative approach to support digital-based Islamic education.

Keywords: *Quizizz interactive media; Fiqh learning evaluation; student motivation; gamification; Islamic education*

ABSTRAK

Motivasi siswa yang rendah masih menjadi tantangan yang signifikan dalam pendidikan Islam, terutama dalam mata pelajaran yang sering dianggap teoritis, seperti Fiqih. Penelitian ini bertujuan untuk mengevaluasi efektivitas media interaktif Quizizz sebagai alat evaluasi untuk meningkatkan motivasi belajar siswa dalam pembelajaran Fiqih. Penelitian ini menggunakan desain kuasi-eksperimental dengan pendekatan kuantitatif yang melibatkan 60 siswa kelas delapan dari MTs Al-Musyaffa', dibagi menjadi kelompok eksperimen menggunakan Quizizz dan kelompok kontrol menggunakan metode konvensional. Data dikumpulkan menggunakan kuesioner motivasi yang telah divalidasi dan dianalisis melalui uji-t sampel independen. Hasilnya menunjukkan perbedaan yang signifikan dalam motivasi belajar antara kedua kelompok. Kelompok eksperimen mencapai skor motivasi rata-rata yang lebih tinggi (M = 57,78) dibandingkan dengan kelompok kontrol (M = 48,28), dengan nilai-t 5,852

(p < 0,05). Temuan ini menunjukkan bahwa Quizizz efektif dalam meningkatkan motivasi siswa dengan menciptakan suasana belajar yang lebih menarik, interaktif, dan kompetitif. Fitur-fitur gamifikasi Quizizz, seperti umpan balik waktu nyata, penilaian, dan papan peringkat, mendorong siswa untuk berpartisipasi aktif dalam proses evaluasi dan meningkatkan antusiasme mereka dalam belajar. Kesimpulannya, integrasi Quizizz dalam evaluasi pembelajaran Fikih memberikan kontribusi positif terhadap motivasi siswa dan dapat menjadi pendekatan inovatif untuk mendukung pendidikan Islam berbasis digital.
Kata-kata Kunci: Media interaktif Quizizz; Evaluasi pembelajaran Fikih; motivasi siswa; gamifikasi; pendidikan Islam

1. INTRODUCTION

One of the main challenges in Islamic education today is the low motivation of students to learn, which is due to the limited effectiveness of conventional evaluation methods. This is in line with research (Royhanuddin et al., 2024) which says that conventional evaluation approaches often lead to low student motivation. In line with this, it was also said by Siregar & Is, (2023) low motivation and unsatisfactory learning outcomes in *Fiqh* subjects are often caused by monotonous and teacher-centered evaluation techniques. As we know that one of the important components in a learning process is the implementation of learning evaluation. Through the evaluation process, a teacher can find out the limits of student learning development. So, this shows that the application of varied teaching methods can improve student learning outcomes. This condition demands an alternative evaluation approach that is more interesting and motivating. One promising solution is the use of interactive media such as Quizizz.

Quizizz is a digital platform that allows students to take game-based quizzes (Dichev et al., 2020), by integrating elements such as points, leaderboards, and time limits to create a fun and competitive learning atmosphere (Fadli et al., 2024). Its features encourage active participation and provide immediate feedback, which helps students understand the material more deeply and correct mistakes immediately (Azzahra & Pramudiani, 2022). A study has shown that the features or elements found in a Quizizz gaming platform are effective in learning (Gui et al., 2023).

These advantages are very suitable for the need to increase learning motivation and achievement, especially in subjects that require an understanding of concepts such as *Fiqh*. The use of Quizizz not only increases student engagement and motivation (Ab. Rahman et al., 2018), but also assists teachers in conducting real-time evaluations and adjusting teaching strategies based on student understanding (Zhang & Crawford, 2024). Thus, the adaptive use of Quizizz can encourage students to show better learning outcomes (Ross et al., 2018), both in terms of cognitive understanding and academic achievement.

Evaluation is an important part of the education and teaching system in various forms and times of teaching (I Putu Suardipa, 2023). In this case, evaluation is an

important component in achieving learning objectives. This is in line with the results of a study (Alya Khoirunnisa, 2024) saying that effective evaluation must be more than just measuring final grades, but also providing constructive and effective feedback to help students understand mistakes or weaknesses that need to be corrected to increase learning motivation, and reach their full potential. Because basically, evaluation in learning does not only measure cognitive aspects, but also assesses students' attitudes, behavior, and moral integrity. Therefore, it is necessary to conduct a comprehensive evaluation, and this applies to all subjects given to students.

In the context of *Fiqh* learning, proper evaluation is crucial because it not only assesses cognitive aspects (Nuraeni, 2024), but must also be able to reflect students' understanding of applicable Islamic law values. Through the implementation of comprehensive evaluation in *Fiqh* learning, it is hoped that student learning motivation can be built properly. In a study (Pratama Bangun, 2021) it is stated that the right, contextual, and varied evaluation models in *Fiqh* learning can significantly increase student learning motivation. So that evaluation is not only a measuring tool, but also a pedagogical strategy to build student motivation and enthusiasm for learning.

The use of interactive media in learning has been widely researched in the context of Islamic Religious Education. According to Irawan (Irawan & Amirudin, 2024), this study used a qualitative descriptive approach in the form of class action research (PTK) to examine the application of the Quizizz method in PAI learning at SMP Muhammadiyah 4 Kebomas Gresik. The results showed that the use of Quizizz could increase students' enthusiasm and understanding of PAI material. Similar research was conducted by Fadila Khairunnisa et al., (2024), which revealed that the application of Quizizz in learning Islamic Cultural History in MA increased students' material retention. This study used a quasi-experimental design, but did not specifically measure aspects of learning motivation quantitatively, only through observations of student engagement. Meanwhile, Meriyanti Sari et al., (2024) conducted research on high school students on the effectiveness of Quizizz as a learning evaluation medium. The results showed an increase in learning outcomes, but this study did not examine affective dimensions such as student motivation but only focused on cognitive outcomes (final grades). In a closer scope, Rahmania et al., (2023) examined that the use of Quizizz can significantly increase student learning motivation, making the learning process more interactive and fun. In addition to increasing motivation, the use of online social media such as Quizizz for learning also has a significant impact on students becoming more creative (Ansari & Khan, 2020).

Thus, there has been no research that quantitatively measures the effect of using Quizizz on student learning motivation in *Fiqh* subjects at the *Madrasah Tsanawiyah* (MTs) level. So, this article is intended to strengthen the findings of previous research in the quantitative realm at the *Madrasah Tsanawiyah* level, especially in *Fiqh* learning. In

line with the above research, the purpose of this study is to determine how effective Quizizz Interactive Media is on *Fiqh* Learning Evaluation on Student Learning Motivation.

With the development of technology, it is undeniable that learning also requires the use of technology to facilitate the learning process (Müller & Wulf, 2020). The use of Quizizz as a learning medium is one example of the application of technology in the field of evaluation and has proven to be effective in increasing student participation in the classroom (Mulyadi et al., 2024). This platform turns conventional learning into a more engaging experience by using gamification features such as intelligent quizzes, a point system, and a scoreboard. Quizzes not only help students to learn more, but also provide instant feedback that can help them improve their skills in depth(Jong & Tacoh, 2024). A study reported that the use of Quizziz as a learning medium has received quite good validation, with an average achievement rate of 83.3%. In addition, Quizziz is also proven to increase student understanding and achievement, as indicated by the N-gain percentage of 58.4%. This finding was conducted by Khairun Nawa, (2023) indicates that Quizziz has the potential as an effective tool in facilitating the learning process and improving student academic achievement.

From the description of the data, it can be seen that the use of Quizizz in learning can be a way to motivate students in learning because it is an intellectual and fun learning, so that the teaching and learning process is not monotonous and boring. Through Quizizz, students become more active and actively involved in every learning session. This statement is also supported by the results of research conducted by Setyo Edy(Pranoto, 2020), which states that the implementation of Quizizz significantly increases the level of student activity, with one study reporting an increase from 10% to 82%. In addition, Safira (Safia, Sunarto, Amus, 2025) also mentioned in her research that Quizizz increased students' enthusiasm and interest in learning, as evidenced by an increase in average grades and active participation in competitive quizzes. Based on this explanation, it can be stated that Quizizz is able to help increase students' confidence and motivate them to study harder, making it a very effective tool in creating a more dynamic and fun learning atmosphere. In line with the above findings, overall, quizzes can help increase motivation, but instructions must still be given beforehand so that students can master and apply them later (Buchner et al., 2022).

In the world of learning, motivation is one of the main and important factors that can affect the success of the learning process. Motivation acts as a driver and direction for students in learning. Usually, students with high motivation tend to face challenges more easily and achieve good learning results. However, reality shows that many students experience a decrease in learning motivation. This fact is in line with the results of previous research Utami et al., (2024) which states that one of the causes of decreased student motivation is the lack of interesting evaluation methods used. Then to overcome

this problem, relevant, interactive, and fun learning evaluations are needed. As an effort to increase students' learning motivation Walter, (2024) Technology can be utilized as a tool in creating a more interesting and interactive learning environment. This argument is also in line with a study conducted by Leuwol that technology-based interactive media is proven to increase student learning motivation (Salomo Leuwol et al., 2023; Yin et al., 2024).

Based on the descriptions and problems previously described, this study aims to confirm the results of previous research, which state that good learning motivation is also influenced using interactive media, especially in the context of learning evaluation. Therefore, the main focus of this research is to examine the effectiveness of using Quizizz interactive media in evaluating Fikih learning on student learning motivation at the Madrasah Tsanawiyah (MTs) level. Evaluation that is designed interestingly and interactively is believed to have a positive impact on increasing student motivation in learning.

2. METHODS

This research uses a quantitative approach with a quasi-experimental design. The aim is to determine the effectiveness of Quizizz interactive media in evaluating Fikih learning on student learning motivation. Population and Sample: The study population was grading VIII students in one of the Madrasah Tsanawiyah Al-Musyaffa in Semarang City. The research sample amounted to 60 students selected using a purposive sampling technique, consisting of two classes. Each class consisted of 30 students, namely 30 students as an experimental group using Quizizz interactive media in learning evaluation, and 30 students as a control group using conventional evaluation methods. Research Instruments, the main instrument used was a Likert scale learning motivation questionnaire, which had been validated by experts and tested for reliability. The research procedure began with the preparation and validation of the instruments to be used. After that, a pre-test was conducted on both groups (experimental and control) to determine the initial condition of student learning motivation. The experimental group was given treatment using Quizizz interactive media in evaluating Jurisprudence learning, while the control group used conventional evaluation. After the treatment was completed, both groups were given a post-test to determine changes in learning motivation. All data were then collected and analyzed to see the differences and effectiveness of the treatment given. Data were analyzed using an Independent Sample t-test to determine differences in learning motivation between experimental and control groups. Normality and homogeneity tests were carried out previously as prerequisites for analysis.

3. RESULT AND DISCUSSION

This study aims to determine the effectiveness of Quizizz interactive media in increasing student learning motivation in *Fiqh* subjects on *Sunnah* prayer material. To test this, data collection was carried out using a learning motivation questionnaire in two groups, namely the experimental class (using Quizizz) and the control class (using conventional evaluation).

Post-test data were analyzed descriptively and inferentially. Based on the results of descriptive analysis, it is known that the average score of student learning motivation in the experimental class is 57.778, with a minimum value of 47 and a maximum of 69. Meanwhile, the control class obtained an average of 48.278, with a minimum value of 36 and a maximum of 57. This shows that students who take the evaluation with Quizizz tend to have higher learning motivation than students in the control class(Pratiwi et al., 2024). Furthermore, an Independent Sample t-test was conducted to determine the significant difference between the two groups. The test results show that the calculated t value = 5.852, while the t table at the 5% significance level = 2.110. Because the t value is greater than the t table (5.852 > 2.110), it can be concluded that there is a significant difference between student learning motivation in the experimental and control classes. Thus, the use of Quizizz interactive media is proven to be effective in increasing student learning motivation in *Fiqh* learning.

The fact that learning motivation increased significantly in the experimental group suggests that the digital evaluation media not only made the evaluation process easier for teachers but also created a competitive and fun learning atmosphere. This positive effect is very important in the context of learning *Fiqh*, which has been considered to tend to be theoretical and less interesting for some students.

This finding supports the theory that student learning motivation can increase using evaluation media that are interactive and fun. Quizizz, as a gamification-based platform, allows students to be actively involved in the evaluation process through scoring, ranking, and immediate feedback features. These features create a competitive yet enjoyable atmosphere, encouraging students to be more enthusiastic and focused in learning activities. The results of this study are consistent with previous findings (Azzahra & Pramudiani, 2022; Rahmania et al., 2023), which shows that interactive digital media such as Quizizz can enhance student participation and engagement, particularly in religious education. In the context of *Fiqh* learning, the integration of technology-based evaluations offers a relevant solution to low student motivation and supports the development of more innovative and adaptive assessment practices.

To further illustrate the effectiveness of Quizizz in improving student motivation, descriptive statistical analysis was conducted and is presented in Table 1, which compares the minimum, maximum, average, and variability of motivation scores between the experimental and control classes. The descriptive data are then followed by Table 2,

which presents the results of the independent sample t-test to determine whether the observed differences in motivation scores are statistically significant. Additionally, Figure 1 provides a visual comparison of the average motivation scores between both groups, reinforcing the impact of using interactive media in learning evaluation.

Table 1. Descriptive Statistics of Students' Learning Motivation

Media Quizizz	N	Min	Max	Mean	Variance	Std.Deviation	Std. Error
Experimental Class	18	47	69	57.778	53.242	7.297	1.720
Control Class	18	36	57	48.278	40.918	6.397	1.508

Table 2. Independent Samples t-Test Results on Students' Learning Motivation

Group	N	Mean	Std. Error Difference	df	t-value	t-table (5%)	Conclusion
Experimental Class	18	57.778	1.623	34	5.852	2.110	*Significant*
Control Class	18	48.278					

Picture 1. Comparison of Mean Learning Motivation Scores

The explanation above shows that the interactive media Quizizz has been proven to help increase student motivation during learning evaluations, especially in *Fiqh* material about *Sunnah* prayers. In addition to increasing student motivation, this media also makes it easier for educators to evaluate learning. This is because there are many evaluation features in Quizizz that make it easier for educators to carry out evaluations and speed up the time it takes to give evaluation scores to students. Furthermore, these findings reinforce the view that the success of learning is greatly influenced by students' motivation, and such motivation can be cultivated through enjoyable and constructive evaluations (Alya Khoirunnisa, 2024). The use of Quizizz, which combines interactivity, healthy competition, and immediate feedback, aligns with previous research findings

indicating that digital media like Quizizz can enhance student participation and learning enthusiasm.

The results of this study are also in line with the results of research conducted by the International Education and Teaching Institution by Zhu-wei Chen (Chen et al., 2017), which found that the use of interactive media resulted in significantly higher scores than the traditional (conventional) paper-and-pencil-based group in learning outcome tests or student learning evaluations. Furthermore, this research is also consistent with the local research conducted by Ashif Az Zafi, titled "The Effectiveness of the Quizizz Platform as a Learning Evaluation Medium for *Akidah Akhlak* at MAN 1 Kudus," which found that the use of the Quizizz platform as a learning evaluation medium for Akidah Akhlak has high effectiveness, at 56. 17% (Zafi, 2021). It also aligns with research conducted by Husniyah et al., (2023) on Innovative Learning Based on the Quizizz Application in Islamic Education to Enhance Children's Learning Motivation and Outcomes, which shows that the use of Quizizz for Islamic education has a positive effect because there is an increase in learning motivation, as seen from the learning scores that were initially below average becoming above average after using the Quizizz medium.

The use of Quizizz media in evaluating *Fiqh* learning, particularly on the topic of *sunnah* prayers, has been shown to have a positive impact on increasing students' learning motivation (Hidayatullah, 2021). Quizizz, as a game-based evaluation platform, creates an interactive and enjoyable learning atmosphere. Features such as leaderboards, points, and instant feedback make students more enthusiastic about participating in assessments. As a result, *Fiqh* learning, often considered monotonous, becomes more engaging and competitive. This motivates students to study the material in depth to achieve better outcomes in evaluations.

Moreover, the use of Quizizz also encourages students to learn independently and develop a deeper understanding of *sunnah* prayer material. Interaction with digital-based questions strengthens students' conceptual understanding through repetition and the automatic corrections provided by the system. Teachers can monitor student progress in real time, allowing them to provide more effective guidance. Overall, implementing Quizizz in *Fiqh* learning evaluations not only increases learning motivation but also fosters a more adaptive and technology-based learning environment. This represents a strategic step toward improving the quality of digital-based education in the modern era.

This media also offers the advantage of providing instant feedback. Students can immediately see their evaluation results, with explanations of the correct answers (Fauziah & Sofian Hadi, 2023). This encourages them to quickly correct any misconceptions and motivates them to study harder to achieve better results in the future. Such an approach is aligned with modern learning demands, which emphasize immediacy and technology integration.

Quizizz creates a healthy, competitive atmosphere among students through its scoring and ranking features. In evaluating *sunnah* prayer material, these features make students eager to compete positively with their peers. This competition encourages them to focus more on learning, which not only increases their motivation but also deepens their understanding of the material. In this context, teachers must ensure that the use of Quizizz is aligned with students' needs and the learning curriculum. Teachers must also use their features wisely so that it is not merely an entertainment tool but remains effective as a means of assessment. With the right approach, Quizizz can become a significant learning innovation in enhancing the quality of education in schools.

Interactive media such as Quizizz, proven to be effective in learning evaluation, can significantly increase students' motivation to learn. By leveraging modern technology, Quizizz presents evaluations in a fun and dynamic format (Purwianto & Fahyuni, 2021). Unlike conventional methods that tend to be monotonous, this platform makes students more enthusiastic and engaged in the learning process. The combination of games and learning makes Quizizz an attractive tool that actively involves students in evaluations.

Another advantage of Quizizz is its ability to provide quick and clear feedback. Students can immediately view their results, both scores and answer analyses, which encourages them to correct deficiencies and better understand the material. With such features, evaluation becomes not only an assessment tool but also an integrated part of continuous learning.

Additionally, the element of competition presented through the leaderboard is another driving factor behind students' enthusiasm for learning. Seeing their ranking among classmates can motivate them to increase their learning efforts. However, this competition remains fun and light-hearted, so students do not feel burdened but rather encouraged to continue improving. The engaging visual and audio features in Quizizz further enhance the interactive learning experience (Rahmawati & Latifah, 2023). The use of colors, illustrations, and cheerful music makes students feel that learning is an exciting activity, not just an obligation. As a result, students' intrinsic motivation to learn can flourish, not due to coercion, but because they genuinely enjoy the process. This integration of media makes learning evaluation more meaningful and relevant to the needs of today's digital generation.

4. CONCLUSION

The results of this study indicate that the interactive media Quizizz is effective in evaluating *Fiqh* learning to increase student motivation at the Madrasah Tsanawiyah level. These findings provide empirical evidence that a technology-based evaluative approach with gamification elements can address low learning motivation in theoretical subjects such as *Fiqh*. Scientifically, these results emphasize the urgency of integrating

digital media into Islamic education evaluation strategies to create more engaging, adaptive, and meaningful learning experiences. The limitations of this study lie in the homogeneous characteristics of the sample and the short duration of observation. Therefore, further studies are recommended to involve a more diverse sample using a longitudinal approach, as well as exploring combinations of interactive media with other learning models to optimize the impact on motivation and learning outcomes in a sustainable manner.

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