Implementing Quizizz in Islamic Education: Enhancing Learning Engagement in Modern Classrooms

Susan Sundari
SMK Muhammadiyah 1 Sumedang
Email: susansundarismd82@gmail.com

Mulyawan Safwandy Nugraha
Sunan Gunung Djati State Islamic University Bandung
mulyawan@uinsgd.ac.id

Ujang Dedih
Sunan Gunung Djati State Islamic University Bandung
dedihujang745@gmail.com

Abstract: The formation of student character is a key objective of Islamic Religious Education (PAI). To sustain students' interest and motivation in learning, effective and engaging assessment tools are essential. Quizizz, an interactive online platform, offers innovative solutions to achieve this. The digital era has significantly impacted education, with technology enhancing its quality. Quizizz is one of the popular tools in this regard. This study aimed to evaluate the implementation of Quizizz in PAI at SMP Sains Alquran Baitul Arqam. Using the Research and Development (R&D) approach, the study developed and assessed Quizizz's effectiveness. The findings revealed Quizizz to be efficient, impactful, and conducive to interactive learning. Validation results supported its reliability, with material experts rating it 98.1%, media experts 85%, teachers 97.5%, and students 90%. These results affirm that Quizizz is a practical and effective tool for enhancing educational outcomes in PAI.
Keywords: Evaluation tol; Islamic Education; Quiziz,

Abstrak: *Pembentukan karakter siswa adalah tujuan utama Pendidikan Agama Islam (PAI). Untuk menjaga minat dan motivasi siswa, dibutuhkan alat penilaian yang efektif dan menarik. Quizizz, platform pembelajaran online interaktif, menjadi solusi inovatif untuk mencapai tujuan ini. Perkembangan teknologi di era digital telah membawa dampak besar, termasuk dalam meningkatkan kualitas pendidikan. Penelitian ini bertujuan mengevaluasi implementasi Quizizz pada mata pelajaran PAI di SMP Sains Alquran Baitul Arqam menggunakan metode Research and Development (R&D). Hasil penelitian menunjukkan bahwa penggunaan Quizizz efektif dan efisien dalam mendukung proses pembelajaran. Validasi ahli materi menunjukkan persentase 98,1% (sangat layak), validasi ahli media 85% (layak), respon guru 97,5% (sangat sesuai), dan respon siswa 90% (sangat praktis). Temuan ini menunjukkan bahwa Quizizz memberikan pengalaman belajar yang interaktif, menarik, dan efektif dalam meningkatkan hasil pembelajaran. Quizizz adalah alat penilaian yang andal untuk mendukung proses pendidikan.*
Kata Kunci: *Alat evaluasi; Pendidikan Agama Islam; Quiziz*

INTRODUCTION

Islamic Religious Education (PAI) plays an important role in shaping students' character by instilling values such as integrity, tolerance, and social responsibility. To support effective learning, engaging and relevant evaluation tools are required. Quizizz, an interactive online learning platform, serves as an innovative solution that combines technology with the evaluation process. In the digital age, technology has transformed various aspects of life, including education, by providing more engaging and efficient learning methods. At the Junior High School (SMP) level, PAI not only teaches religious understanding but also builds students' morals and character to face life's challenges. By utilizing tools like Quizizz, PAI teaching can be delivered in a more inspirational way, stimulating students' interest in learning, and providing deep understanding, thus enhancing the quality of education and fostering strong, meaningful character development (A'yun et al., 2022).

The subject of Islamic Religious Education (PAI) faces the challenge of remaining relevant and engaging for the younger generation amidst dynamic changes in culture and technology. This presents a unique challenge for educators to deliver learning material in ways that not only impart knowledge but also nurture spiritual and moral values. In this context, Quizizz emerges as a promising tool, opening the door to more interactive and engaging learning experiences. The use of technology in PAI learning is expected to leverage visual appeal, sound, and direct interaction to provide a memorable learning experience, shaping students' character alongside a deep understanding of Islamic concepts (Sofiyati et al., 2021).

The success of Islamic Religious Education (PAI) depends not only on understanding religious concepts but also on applying these values in daily life. Technology, such as Quizizz, serves as an interesting innovation in PAI learning at the junior high school level. In facing the challenges of the modern era, PAI must be relevant, effective, and delivered in an inspiring way to motivate students to apply religious teachings. This learning needs to connect Islamic teachings with contemporary realities, helping students understand the importance of religious values as a guide to navigating the complexities of life. This approach makes PAI not only informative but also a means of building strong and empowering character (Zulfah et al., 2021).

In this context, the emergence of educational technology, especially online learning platforms like Quizizz, offers significant potential. Quizizz can serve as a tool that combines technological sophistication with the substance of religious education. Its use is expected to open the door to more dynamic learning, introducing religious concepts through interactive methods, and encouraging students to think critically while internalizing the values being taught. Therefore, the implementation of Quizizz in the Islamic Religious Education (PAI) subject at junior high school is not merely about applying technology but about creating a learning ecosystem that inspires the soul and deepens students' understanding of the noble values of Islam (Santoso & Istiqomah, 2021).

After conducting observations at SMP Sains Al-Quran Baitul Arqam, the author found the learning facilities to be quite satisfactory, including the availability of an LCD screen, Wi-Fi access, and a projector. It is recommended to make the most of these resources, especially for interactive and efficient evaluation activities. As a result, teachers have the opportunity to approach the learning evaluation process in a new way. However, to support the success of this updated approach, additional improvements need to be implemented. Instead of relying on the same old methods, it is important to fully utilize the available facilities (Masrur, 2020).

The use of Quizizz as an evaluation tool has been implemented in several subjects other than PAI, with research showing that the use of Quizizz in physics learning evaluations positively impacts students' interest, motivation, and learning outcomes (Haryadi & Nurmala, 2023). Other studies also highlight that using Quizizz as an evaluation tool has a positive impact, particularly on students' motivation and excitement. This is manifested in two areas: emotional and psychomotor. Emotionally, students report increased motivation and happiness in learning. In the psychomotor field, students become more careful, thorough, quick learners, and enthusiastic, which in turn improves their memory and understanding (Khoir & Nugraha, 2024).

The novelty of this study lies in the exploration of using the Quizizz application as an effective and innovative evaluation instrument in Islamic Religious Education (PAI) at the Junior High School (SMP) level. This study offers a new contribution by integrating digital technology advancements into the learning evaluation process, which has traditionally been conducted conventionally. The focus on the PAI context adds value, considering the limited studies on the use of digital platforms for this subject. Additionally, this research provides practical guidance for educators in designing interactive and engaging evaluations while making it easier for students to understand the learning material through a technology approach relevant to the digital age.

The aim of this study is to develop and implement a Quizizz-based evaluation instrument in Islamic Religious Education (PAI) learning at the Junior High School (SMP) level. Specifically, this study seeks to analyze the effectiveness of using Quizizz in improving the efficiency of the evaluation process, both from the perspective of educators and students. Moreover, this study explores how Quizizz can motivate students to engage in interactive PAI learning evaluations. It is expected that the results of this study can offer solutions to the problem of less engaging evaluations and improve the quality of the PAI learning process and outcomes in the digital era.

RESEARCH METHODS

The methodology adopted in this study is Research and Development (R&D), which aims to create and evaluate a specific product. To achieve this, the 4-D development model (Define, Design, Develop, Disseminate), introduced by Thiagarajan, is applied as the design for developing learning tools. This model includes four stages: Definition, Design, Development, and Dissemination, and involves analyzing student characteristics through direct interviews to assist in the development of the evaluation tool. The data sources used in this study consist of primary and secondary data (Sugiyono, 2019). Primary data, which is obtained directly from the subjects being studied, includes observations, test scores, interviews, and questionnaires. Secondary data is obtained from sources such as books, documents, and academic works related to the issues at hand. The study was conducted from November 19, 2023, to November 29, 2023, at SMP Sains Al-Quran Baitul Arqam in Sumedang Regency, West Java. The participants of this study were students of class VII A, SMP Baitul Arqam Ilmu Al-Quran.

RESEARCH RESULTS AND DISCUSSION
Research Result

The implementation of Quizizz in the Islamic Religious Education (PAI) subject at SMP Baitul Arqam opens the door to a more dynamic, interactive, and responsive learning experience. By utilizing this technology, teachers can enhance the quality of their teaching while providing students with a more enjoyable and effective learning experience. While remaining mindful of potential challenges, the use of Quizizz can be a valuable tool in improving the quality of Islamic education at the junior high school level at Baitul Arqam.

1. Material Expert Validation Results

Experts in the field of materials conduct validation assessments that focus on four different areas. These areas include content suitability, language quality, material presentation, and graphic use. The results of the assessment are then

calculated and presented in a table for further analysis. The table contains validation results based on data collected during the assessment:

Table 1.1 Results of expert assessment

No	Question	f N P (%)	Information
1	Kesesuaian butir soal dengan kurikulum 2013	5 5 100 %	Sangat Layak
2	Kesesuaian butir soal dengan materi	5 5 100 %	Sangat Layak
3	Kesesuaian butir soal dengan opsi jawaban	5 5 100 %	Sangat Layak
4	Kedalaman materi	5 5 100 %	Sangat Layak
5	Kesesuaian butir soal dengan kemampuan peserta didik tingkat SMP kelas VII	5 5 100 %	Sangat Layak
6	Bahasa yang digunakan baik dan komunikatif	5 5 100 %	Sangat Layak
7	Bahasa yang digunakan jelas dan mudah dipahami	5 5 100 %	Sangat Layak
8	Bahasa yang digunakan sudah sesuai dengan kaidah bahasa indonesia	5 5 100 %	Sangat Layak
9	Penggunaan stimulus pada butir soal dan pengecoh pada opsi jawaban	5 5 100 %	Sangat Layak
10	Kesesuaian ilustrasi gambar pada butir soal	4 5 80 %	Layak
11	Kesesuaian penggunaan font pada butir soal	5 5 100 %	Sangat Layak
	Total	5455 98, 1 %	Sangat Layak

Based on the table provided, product assessments by material experts give very positive results. The percentage of product assessment results showed a score of 98.1% with the category "very feasible", this shows that the assessment

of question items related to the concept of the story of the Prophet's migration to the city of Medina has been considered very feasible to be used. by these experts. Therefore, it can be concluded that the material is considered very feasible to use.

2. Analysis of subject teacher trial data

The results of the teacher trial of Islamic religious education subjects and character subjects were analyzed using data obtained from assessments based on five different aspects. These aspects include display design, accessibility, supporting media, training and evaluation, and implementation. Data obtained from questionnaire responses given to teachers of Islamic religious education subjects at Baitul Arqam Junior High School who utilize Quizizz media showed an average percentage value of 97.5% and was categorized as very feasible. The results of the calculation of the teacher response questionnaire data can be seen in table 1.2:

Table 1.2 Results of teacher questionnaire responses

No	Questions	f	N	P(%)	Ket
1	Kesesuaian butir-butir soal dengan konsep yang disajikan	5	5	100 %	Sangat layak
2	Kemudahan dalam menjawab butir-butir soal di aplikasi maupun *website*	5	5	100 %	Sangat layak
3	Menguji pemahaman peserta didik terhadap materi yang sudah diajarkan	5	5	100 %	Sangat layak
4	Media evaluasi *Quizizz* mampu mengurangi tingkat kecurangan peserta didik	5	5	100 %	Sangat layak
5	Kesesuaian penyajian gambar dengan materi dan butir soal	5	5	100 %	Sangat layak
6	Kesesuaian gambar pada butir soal dengan opsi jawaban	5	5	100 %	Sangat layak
7	Dapat meningkatkan minat peserta didik	5	5	100 %	Sangat layak
8	Tingkat keefektifan penggunaan alat evaluasi dengan karakteristik peserta didik	4	5	80 %	Layak
9	Kemudahan dalam mengakses berbagai ikon dan tombol menu	5	5	100 %	Sangat layak
10	Kesesuaian butir soal dengan indikator pembelajaran	5	5	100 %	Sangat layak
11	Kesesuaian butir soal dengan tujuan pembelajaran	5	5	100 %	Sangat layak
12	Kesesuaian butir soal dengan materi	5	5	100 %	Sangat layak
13	Kemudahan dalam mengakses aplikasi	5	5	100 %	Sangat

No	Questions	f	N	P(%)	Ket
	atau website dimanapun				layak
14	Kesesuaian durasi pengerjaan butir soal dengan tingkat kesukarannya	4	5	80 %	Layak
15	Kesesuaian butir soal dengan kurikulum 2013	5	5	100 %	Sangat layak
16	Kesesuaian butir soal dengan kemampuan peserta didik	5	5	100 %	Sangat layak
Total		78	80	97,5 %	Sangat layak

The table presented shows that all indicators are rated in the very reasonable category with a conclusive average of 97.5%. Therefore, Quizizz as a comprehensive learning assessment tool is considered very suitable.

3. Analysis of trial data to students

After students have completed the evaluation questions and provided their responses through a questionnaire, a check of their answers is conducted. The following is a breakdown of the percentage of student responses to the Quizizz application used by Baitul Arqam Junior High School students.

Table 1.3 Student response questionnaire

No	Name	Value components												Ts e	Ts h
		1	2	3	4	5	6	7	8	9	10	11	12		
1	AH	1	1	1	1	1	1	1	0	0	1	1	1	11	12
2	FF	1	1	1	1	1	1	1	1	0	1	1	1	11	12
3	AB	0	1	1	0	0	1	1	1	0	1	1	1	9	12
4	ABS	1	1	1	1	1	1	1	1	1	1	1	1	11	12
5	GS	1	1	1	1	1	1	1	1	1	1	1	1	11	12
6	GBW	1	1	1	1	1	1	1	1	1	1	1	1	11	12
7	FBN	1	1	1	1	1	1	1	1	1	1	1	1	11	12
8	HI	1	1	1	1	1	1	1	1	1	1	1	1	12	12
9	IN	1	1	1	1	1	0	1	1	1	1	1	1	11	12
10	LUM	1	1	1	1	1	0	1	1	1	1	1	1	11	12
11	MIH	1	1	1	1	1	1	1	1	1	1	1	1	11	12
12	MTJ	1	1	1	1	1	1	1	1	1	1	1	1	11	12
13	MM	1	1	1	1	1	0	1	1	1	1	1	1	10	12

No	Name	Value components												Tse	Tsh
		1	2	3	4	5	6	7	8	9	10	11	12		
14	JAK	1	1	1	1	1	1	1	1	1	1	1	1	11	12
15	TA	1	1	1	1	1	1	1	1	1	1	1	1	11	12
16	BAK	1	1	1	1	1	0	1	1	1	1	1	1	10	12
17	AG	1	1	1	1	1	1	1	1	1	1	1	1	11	12
18	BGH	1	1	1	1	1	1	1	1	1	1	1	1	11	12
19	RD	1	1	1	1	1	0	1	1	1	1	1	1	10	12
20	DD	1	1	1	1	1	1	1	1	1	1	1	1	11	12
21	AZZ	1	1	1	1	1	1	1	1	1	1	1	1	11	12
Jumlah		20	21	21	20	20	16	21	20	18	21	21	21	227	252
Persen %		95	100	100	95	95	76	100	95	85	100	100	100	90,0	
Tingkat kepraktisan		Sangat praktis													

Based on the findings presented in Table 1.3, it can be concluded that the responses from students participating in the Quizizz evaluation were within the very practical range, with a score of 90.0%. The analysis and discussion of the data in this study reveal that Quizizz is an appropriate tool for evaluating Islamic Religious Education (PAI) learning, particularly related to the story of the Prophet's migration to the city of Medina. This conclusion is based on the assessment of content experts who rated the implementation at 98.1% with a very feasible category, media experts who rated it at 85% with the same category, the teacher's response questionnaire with a rating of 97.5% in the very feasible category, and the student response questionnaire with a 90.0% rating in the very practical category. Thus, Quizizz is considered suitable and effective as an online-based evaluation tool for Islamic Religious Education.

The implementation of the Quizizz evaluation tool in the Islamic Religious Education (PAI) subject at SMP Baitul Arqam has had a significant positive impact on the learning process and the achievement of educational goals. One noticeable impact is the increased student engagement in learning. The use of Quizizz creates an interactive and engaging learning atmosphere with various question formats and visual and auditory elements that motivate students to better understand PAI concepts. Furthermore, the flexibility of learning is

another advantage, as students can access quizzes anytime and anywhere, allowing them to learn at their own pace. Quizizz also provides instant feedback after students complete the quiz, which not only helps students understand their results but also gives teachers an opportunity to adjust their teaching methods. With its engaging and varied content presentation, Quizizz has proven to be effective in improving students' understanding of Islamic concepts.

Discussion

The purpose of learning evaluation tools is to improve assessment outcomes based on the teacher's objectives. To use this tool, the evaluator must have evaluation techniques. Quizizz is an online educational platform that allows teachers to create interactive quizzes with ease. Students can take the quizzes using their respective devices, such as laptops, tablets, and smartphones. The main benefit of Quizizz lies in its ability to provide instant feedback to students as soon as they complete the quiz. This results in a lively and enjoyable learning experience (Rahmania et al., 2023).

According to Amornchewin, Quizizz is a type of learning media that helps students remain motivated throughout the learning process due to its engaging features. Quizizz is an interactive quiz application that can be used in classroom learning, such as for daily assessments, midterm exams, and final exams. Quizizz can also be understood as a game-based educational app that can be used for game-based practice. It can be accessed through electronic devices connected to the internet, and can be used anywhere and anytime (Firdausi, 2023).

Quizizz is an innovative learning tool that combines game elements such as images, avatars, themes, and music to create a fun learning environment. Teachers can create interactive quizzes with various types of questions, including multiple choice and fill-in-the-blank, and can include image media. The statistical features allow teachers to track student performance and view their answers in real-time. This app is easy to use and can be accessed with a Google or Gmail account, allowing for the transfer of quiz items between users. Quizizz eliminates the need for paper, automatically records answers, and provides student performance data in Excel format, making it more efficient and engaging (Rahmawati et al., 2023).

Learning Interactivity with Quizizz: Increasing Student Engagement and Motivation

The use of Quizizz in Islamic Religious Education (PAI) at the Junior High School level not only serves as an evaluation tool but also enhances the interactivity of learning. With game elements, Quizizz creates a dynamic and engaging classroom atmosphere, introducing healthy competition through scores and real-time rankings, which motivates students to be more active and

improve their knowledge. The variety of question formats, such as multiple choice, jumbled words, and image-based questions, refreshes learning according to students' preferences. The time feature adds a fun challenge, encouraging students to think quickly and improving their accuracy. Overall, Quizizz creates an informative and enjoyable learning experience, significantly increasing student engagement (Amalia, 2022).

The interactive aspects of Quizizz provide opportunities for students to collaborate. With the team mode, students can learn together, share knowledge, and strengthen the social aspect of learning. Group discussions after the quiz allow for a deeper understanding of the material, fostering an environment that supports collaboration and effective communication. The integration of audio and visual elements in Quizizz also enhances appeal and concept comprehension. Audio supports students with auditory learning preferences, while images and videos facilitate visual understanding. Quizizz adapts to diverse learning styles, creating an inclusive learning experience. The interactivity stimulates critical and creative thinking and boosts student motivation. With high involvement, students can better absorb the material and build a deeper understanding of Islamic Religious Education concepts, making learning more vibrant and relevant (Waqfin & Saptania, 2023).

The advantages of using Quizizz in PAI include several key aspects that support the success of learning. First, its interactive and engaging nature, with a variety of questions, animations, and sounds, increases student participation and builds interest in the subject. Second, Quizizz offers high flexibility in timing, allowing students to access quizzes anytime and anywhere, enabling them to learn at their own pace and convenience. Third, the instant feedback feature after students complete the quiz provides significant benefits for both students and teachers. Students can understand their strengths and weaknesses, while teachers can quickly identify areas that need more attention for improvement.

The steps to implement Quizizz in PAI involve several strategic stages to support effective learning. The first step is to create meaningful quizzes, where the teacher prepares questions relevant to the PAI curriculum. These questions should be designed to test students' understanding of key Islamic teachings. Next, the teacher needs to integrate interactive materials by utilizing Quizizz features such as images, audio, and videos. This aims to explain concepts in an engaging way and motivate students to learn. The final step is to provide constructive feedback based on the quiz results. Teachers can use this information to hold class discussions or provide individual guidance, so that students gain better insights into their strengths and areas they need to improve.

Learning Flexibility with Quizizz: Personalization and Independence in the Learning Process

The implementation of Quizizz in Islamic Religious Education (PAI) at SMP Baitul Arqam provides a significant dimension of flexibility in the learning process. This flexibility encompasses several aspects that positively influence the students' learning experience. First and foremost, Quizizz allows students to access quizzes anytime and anywhere. This forms the foundation of time flexibility in learning. Students can choose the time that best suits their learning rhythm, reducing time pressure and giving them control over the learning process. It also provides an opportunity for students with busy schedules to stay engaged in learning without the limitations of space and time. Additionally, the flexibility in the form of quizzes accessible through various devices, such as laptops, tablets, or smartphones, reinforces the concept of technology-accessible learning. Students can choose the device that is most comfortable for them, creating a learning experience that aligns with their individual preferences and supporting diversity in technology access (Pamelia & Hariani, 2021).

Moreover, Quizizz's flexibility is reflected in its ability to provide variation in question formats and ways of presenting material. Teachers can adapt the quizzes according to students' needs and preferences. For example, some students may respond better to visual-based questions, while others may prefer traditional text formats. This creates space for personalized learning, where each student can choose the method that best suits their learning style. Furthermore, this flexibility also plays a crucial role in fostering students' independence. By allowing them to access material and answer quizzes independently, students are empowered to manage their time and learning. This provides opportunities to develop independence skills, explore further information, and create a learning environment that supports discovery and exploration (Listiyani & Muhammad, 2023).

Thus, the learning flexibility introduced by Quizizz creates a learning paradigm that is not only adaptive but also takes into account the individual needs of students. In PAI at SMP, where engagement and personalized learning are key, this flexibility becomes an integral component in creating a holistic and meaningful learning experience for each student. After completing the quiz, students receive immediate feedback. This not only provides instant information about their performance but also offers opportunities for teachers to adjust their teaching methods based on quiz results(A'yuni et al., 2022).

Instant Feedback in Quizizz: Improves Interactive and Responsive Learning

The provision of instant feedback in Quizizz plays a crucial role in enhancing the students' learning experience. This feature has a positive impact on understanding, motivation, and opportunities for continuous improvement. Instant feedback allows students to know their performance results immediately after completing the quiz, providing a direct insight into their understanding of

the material and the quality of their answers. This facilitates a quicker and more effective understanding of the concepts being taught. The quick feedback also boosts student motivation, as they feel more competitive and are encouraged to participate more actively. Additionally, this feedback helps students correct their mistakes and improve their understanding by explaining why their answers were right or wrong. For teachers, this instant feedback is useful in assessing the effectiveness of their teaching methods, allowing for adjustments to learning strategies that better meet students' needs, thus creating an ongoing learning cycle.

The potential development of instant feedback in Quizizz includes several aspects to further enhance the learning experience. One aspect is contextual feedback, where, in addition to providing the correct answer, teachers can include additional explanations or resources to deepen students' understanding. Moreover, integrating multimedia elements, such as images or videos, could provide a visual dimension that clarifies difficult concepts which may not be easily understood through text alone. Collaborative feedback could also encourage students to provide feedback to each other, enriching the discussion process and fostering social learning. Finally, analyzing instant feedback data could provide insights into students' learning patterns, allowing teachers to adjust the curriculum and design more effective quizzes, as well as identify areas that need further attention. Developing these features would strengthen Quizizz's role as a more responsive and efficient learning tool.

Improving Material Understanding with Quizizz: Exploring the Concept of Islamic Religious Education

The implementation of Quizizz in the subject of Islamic Religious Education (PAI) at SMP Baitul Arqam plays a significant role in enhancing the understanding of the material. Quizizz not only presents the material in an engaging way but also enables students to gain a deeper understanding of Islamic concepts. The variation in question formats, such as image-based or audio-based questions, introduces visual and auditory dimensions, helping students connect concepts with real-life situations. The instant feedback provided after the quiz allows students to immediately assess their understanding, accelerates the learning process, and prevents misunderstandings (Nuramanah et al., 2020).

In the context of PAI, Quizizz can stimulate further discussions and reflections on Islamic teachings. Carefully designed questions can motivate students to delve deeper into religious concepts, encouraging them to reflect and consider the implications of the values derived from those teachings. Furthermore, the ability to create quizzes that can be accessed periodically enables teachers to reinforce complex concepts or introduce new material

gradually. This creates continuity in understanding, allowing students to build a solid foundation in Islamic teachings. It is important to note that Quizizz is not just an evaluation tool but also a learning instrument that supports the process of understanding PAI concepts in an interactive and engaging manner. In the context of PAI learning, where experience and deep understanding of Islamic teachings are key, Quizizz emerges as an effective tool in achieving these goals (Ekantini & Damayanti, 2023).

Increased Student Engagement with Quizizz: Igniting Enthusiasm and Motivation in PAI Learning

The use of Quizizz in Islamic Religious Education (PAI) at the junior high school level brings about significant changes in student engagement. The increased engagement creates a dynamic learning environment and sparks enthusiasm among students towards PAI learning. One important aspect of enhancing student engagement is the gamification element introduced by Quizizz. With the display of scores and rankings in real-time, students feel involved in a healthy competition. This creates a drive for active participation in learning and fosters a positive competitive spirit among students. The diversity in question formats also adds a fun challenge, keeping students' interest throughout the quiz (Purwianto & Fahyuni, 2021).

Moreover, the time feature applied in Quizizz adds an element of urgency and triggers quick responses from students. By limiting the time to answer each question, students must focus and process information quickly. This creates a higher level of engagement, ensuring that students are fully involved in the learning process and preventing potential boredom. Quizizz also offers the option to play in team mode, promoting cooperation and healthy competition among students. This creates a learning atmosphere that supports socialization, where students can learn from one another and celebrate achievements together. The team mode also creates shared responsibility, fostering a sense of ownership over learning. The importance of question format diversity cannot be overlooked. By providing various types of questions, from multiple choice to image-based questions, Quizizz creates an engaging learning experience that caters to the diverse learning styles of students. This creates opportunities for all students to participate and feel valued in the learning process (Firdausi, 2023).

Thus, the increased student engagement with Quizizz not only creates enjoyable learning but also lays the foundation for a solid learning experience. In the context of PAI at junior high school, where student engagement is essential for gaining a deep understanding of Islamic teachings, Quizizz emerges as an effective tool in creating a dynamic and meaningful learning experience.

Adapting to Students' Learning Styles with Quizizz: Diving into Variants of Learning Preferences

The implementation of Quizizz in Islamic Religious Education (PAI) at the junior high school level brings the concept of adapting to students' learning styles to a higher level. Quizizz not only offers flexibility in question formats but also ensures that diverse student learning styles are recognized and accommodated. In considering various learning styles, Quizizz provides options to customize the types of questions. Students who respond better to a visual approach can be accommodated with image-based or video questions, while those more responsive to an auditory approach can benefit from questions supported by sound. This allows each student to choose the format that best suits their learning preferences. The diversity of question formats also creates opportunities to present material in different ways. Some students may better understand Islamic concepts through multiple-choice questions, while others may respond better to questions that require written answers or sorting words. By providing various types of questions, Quizizz ensures that every student has the opportunity to absorb and process information in the way that is most effective for them (Hanif et al., 2022).

Furthermore, the diversity in the use of visual elements, such as images or diagrams, and auditory elements, such as sounds or recordings, provides additional room for adaptation. Teachers can leverage these features to present material in a captivating and engaging manner for students with specific learning preferences. The use of images can visualize Islamic concepts, while auditory elements can capture students' attention through an auditory approach. Additionally, the adaptation is reflected in the personalization options provided by Quizizz. Teachers can design quizzes that consider the needs and preferences of individual students. This creates a learning environment that caters to every student, giving them the freedom to choose and control their learning experience according to their preferences and needs. Thus, Quizizz proves to be an effective tool in accommodating diverse student learning styles. In PAI subjects at the junior high school level, where student engagement and deep understanding are the main focus, this adaptation helps create an inclusive and meaningful learning experience for all students (Yasid & Mulyadi, 2023).

Measuring Student Performance through Quizizz: Building a Responsive Learning Plan

The measurement of student performance with Quizizz helps teachers evaluate the effectiveness of learning and design responsive lesson plans. Quizizz provides continuous data that allows teachers to identify students' strengths and weaknesses, and adjust teaching accordingly. The quiz results provide a clear picture of students' understanding of the PAI material, while

instant feedback helps students improve their understanding. This feature also allows teachers to track students' progress over time, facilitating more strategic and responsive improvements in learning (Munfarikhatin et al., 2021).

Furthermore, measuring student performance through Quizizz not only includes academic aspects but also progress in skills like independence and collaboration. The team mode in Quizizz allows teachers to observe students' social interactions, understand group dynamics, and provide feedback that supports students' interpersonal development. In this way, Quizizz provides a powerful tool for measuring student performance that goes beyond traditional assessments. In PAI subjects at the junior high school level, where deep understanding of Islamic concepts and the application of values are primary goals, responsive performance measurement like this helps create a sustainable and meaningful learning experience for every student.

The Importance of Teacher Training in Implementing Quizizz: Building Effective Educational Capabilities

Teacher training plays a central role in the successful implementation of Quizizz in Islamic Education (PAI) at the junior high school level. The importance of this training lies in building teachers' abilities to effectively utilize the platform, integrate technology with traditional teaching methods, and create meaningful learning experiences for students. First, teacher training provides a deep understanding of Quizizz's features and functionalities. Teachers learn how to create engaging quizzes relevant to the PAI material, select question formats that match students' learning styles, and use data analysis tools to measure student performance. This is crucial for teachers to optimize Quizizz's potential in achieving learning objectives.

Additionally, training offers insights into effective teaching strategies using Quizizz. Teachers learn how to integrate the platform into the PAI curriculum, build quizzes with varying levels of difficulty, and create interactive learning experiences. This training helps teachers understand how to adopt innovative approaches to delivering PAI material, fostering a dynamic and engaging classroom atmosphere(Nadhifah & Jauhariyah, 2021).

Teacher training also emphasizes how to use quiz results data to design responsive teaching. Teachers are trained to analyze quiz results, identify students' needs, and develop appropriate learning strategies. This creates a continuous learning cycle, where teachers can update their teaching approaches based on real data and instant feedback from Quizizz activities. Furthermore, teacher training involves aspects of classroom management and technology integration. Teachers are taught how to manage time, provide clear instructions, and facilitate effective discussions using Quizizz. These classroom management

skills are key to ensuring that Quizizz not only increases student engagement but also creates a structured and supportive learning environment.

In the context of PAI, where success is measured not only academically but also in terms of character development and spiritual values, teacher training is a crucial step. Well-trained teachers can act as catalysts in shaping a deeper understanding and desired values of Islamic teachings through Quizizz.

Challenges in implementing Quizizz in PAI learning at the junior high school level include limited internet access, readiness of technology for both teachers and students, and difficulties in motivating all students. Limited internet access may hinder consistent use of the platform, while not all teachers or students may be ready to adopt technology, leading to technical difficulties or a lack of necessary devices. Additionally, some students may not respond enthusiastically to this learning method.

Possible solutions include providing alternatives for internet access, such as offering printed quizzes or holding live quiz sessions in class. Schools can also organize training for teachers and students on how to use Quizizz and related technology. Instructional differentiation, by adjusting materials or quiz difficulty levels, can motivate different students. Lastly, collaboration with parents to support the implementation at home is also vital. With these solutions, Quizizz implementation can be more effective and comprehensive.

CONCLUSION AND IMPLICATION
Conclusion

The implementation of the Quizizz evaluation tool in Islamic Education (PAI) at SMP Baitul Arqam has proven effective and positively impacts the learning process. Quizizz creates an interactive and engaging learning experience through diverse question formats, as well as visual and auditory elements that increase student engagement. The flexibility to access quizzes anytime and anywhere enhances students' learning experiences. Validation results indicate that the product meets the criteria well, with average percentages of 98.1% from content experts, 85% from media experts, 97.5% from teachers, and 90% from students. In conclusion, Quizizz is a competent online evaluation tool, and teacher training is crucial to maximize its use in PAI learning.

Implication

The implications of this research are that the use of Quizizz as an evaluation tool in Islamic Education (PAI) learning at SMP can enhance student engagement and understanding of the material. With the flexibility offered by this platform, learning becomes more engaging and can be adapted to each student's pace. Therefore, it is important for schools to provide training for teachers to optimize

the use of technology in PAI teaching and to create a more interactive and technology-based learning environment that supports the achievement of more effective educational goals.

REFERENCE

A'yun, Q., Sulastri, S., Eka Wati, D., Ratna Sari, D., Ma'rufa, H., & Nur Khafidhloh, F. (2022). Effectiveness of Using the Quizzz Application in Islamic Religious Education. *International Journal of Science Education and Cultural Studies*, *1*(1), 16–31. https://doi.org/10.58291/ijsecs.v1i1.23

A'yuni, Q., Hilmi, D., Benedik, S. L., & Ahmed, B. M. B. (2022). Creative Arabic Learning Based on Quizizz. *An Nabighoh*, *24*(1), 47–64.

Amalia, D. R. (2022). *Training of Using Quizizz Application to Increase the Arabic Teachers Quality in Pandemic Time*. *2*(2), 77–83.

Ekantini, A., & Damayanti, I. (2023). "Quazizz"as an Evaluation of Advanced Naturar Science Learning to Increase Concentration in Post-Pandemic Learning. *Jurnal Inovasi Pendidikan IPA*, *9*(1), 73–83.

Firdausi, R. D. (2023). Implementasi Literasi Digital dalam Pembelajaran Pendidikan Agama Islam di Sman 9 Malang. *Jurnal Pendidikan Islam*, *8*(8).

Hanif, M., Ningamah, B. R., & Izzah, F. N. (2022). The Use of Quizizz Application on Islamic Education (PAI) Learning in the New Normal Era. *INSANIA : Jurnal Pemikiran Alternatif Kependidikan*, *27*(2), 198–213. https://doi.org/10.24090/insania.v27i2.6918

Haryadi, R., & Nurmala, R. (2023). Pengaruh Penggunaan Aplikasi Quizizz sebagai Alat Evaluasi Pembelajaran Fisika. *Academy of Education Journal*, *14*(1), 133–141. https://doi.org/https://doi.org/10.47200/aoej.v14i1.1371

Khoir, M. I., & Nugraha, M. S. (2024). Implementasi Game Edukasi Quizizz sebagai Media Evaluasi Pembelajaran PAI di Kelas 5 SD Al-Basyariyah Bandung. *Jurnal Pendidikan Inovatif*, *6*(4).

Listiyani, I., & Muhammad, N. Y. (2023). Pengaruh GamifikasiQuizizzDan Keaktifan Belajar Terhadap Hasil Belajar Pendidikan Agama Islam (PAI) SDMuhammadiyah Mlangi Tahun Pelajaran 2022/2023. *Jurnal Bimbingan Dan Konseling*, *7*(3), 1–14. https://doi.org/https://doi.org/10.31316/gcouns.v7i03.5029

Masrur. (2020). Penerapan Aplikasi Whatsapp, Google Form, Dan Quizizz Dalam Pembelajaran PAI di Masa Pandemi Covid-19 Di SMK Negeri 3 Purworejo. *Jurnal Kajian Pendidikan Islam Dan Studi Islam*, *Vol. 3*(No. 2), 52.

Munfarikhatin, A., Pagiling, S. L., Mayasari, D., & Natsir, I. (2021). Quizizz And Hardwork Character in Geometry Online Lecture: How It Influence? *Journal of Education Research and Evaluation*, *5*(1), 33. https://doi.org/10.23887/jere.v5i1.31644

Nadhifah, A., & Jauhariyah, M. N. R. (2021). The Use of The Quizizz Application

in The Scientific Literacy Assessment of High School Students On Global Warming Material. *Jurnal Ilmiah Pendidikan Fisika*, *5*(2), 162. https://doi.org/10.20527/jipf.v5i2.3309

Nuramanah, S. A., Iwan, C. D., & Selamet, S. (2020). Pengaruh Penggunaan Aplikasi Quizizz terhadap Efektivitas Pembelajaran Pendidikan Agama Islam. *Bestari | Jurnal Studi Pendidikan Islam*, *17*(1), 117. https://doi.org/10.36667/bestari.v17i1.474

Pamelia, A. A., & Hariani, D. (2021). The Development of Hots Assessment Instrument using Quizizz During Covid 19 Pandemic in 11th Grade Biology Second Semester. *Berkala Ilmiah Pendidikan Biologi (BioEdu)*, *11*(1), 107–115. https://doi.org/10.26740/bioedu.v11n1.p107-115

Purwianto, A. F., & Fahyuni, E. F. (2021). Pengaruh aplikasi Quizizz PAI dalam meningkatkan minat belajar siswa pada masa pandemi COVID-19. *Ta'dibuna: Jurnal Pendidikan Islam*, *10*(4), 551. https://doi.org/10.32832/tadibuna.v10i4.5829

Rahmania, S., Soraya, I., & Hamdani, A. S. (2023). Pemanfaatan Gamification Quizizz Terhadap Motivasi Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam. *Tadbir: Jurnal Manajemen Pendidikan Islam*, *11*(2), 114–133. https://doi.org/https://doi.org/10.30603/tjmpi.v11i2.3714

Rahmawati, A. E., Zulhannan, Hijriyyah, U., Erlina, & Koderi. (2023). Development of the Quizizz Application-Based Evaluation Tool for Learning Arabic for MTs│Pengembangan Alat Evaluasi Berbasis Aplikasi Quizizz pada Pembelajaran Bahasa Arab untuk MTs. *Mantiqu Tayr: Journal of Arabic Language*, *3*(2), 135–150. https://doi.org/10.25217/mantiqutayr.v3i2.3484

Santoso, H. A., & Istiqomah, N. R. (2021). the Implementation of Using Quizizz and G-Form During the Covid-19 Pandemic Based on Students' Attitude. *MaPan*, *9*(1), 14. https://doi.org/10.24252/mapan.2021v9n1a2

Sofiyati, Su'ad, & Surachmi, S. (2021). The Use of Video Media and Quizizz for Learning from Home in Grade VI Public Elementary School 1 Karangasem. *ANP Journal of Social Science and Humanities*, *2*, 88–92.

Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alphabet.

Waqfin, M. S. I., & Saptania, N. R. (2023). *The Role of PAI Teacher in Learning Model Innovation in The Society 5 . 0 Era*. *3*(1), 2021–2024.

Yasid, M., & Mulyadi, M. (2023). Fun Learning Through Quizizz Game in The PAI Student Media Development and Learning Resources Class. *Akhlaqul Karimah: Jurnal Pendidikan Agama Islam*, *2*(1), 1–8.

Zulfah, M. A., Mahmudi, A., & Hasbullah, K. A. W. (2021). Development of Learning Media through Interactive Quiz. *SCHOOLAR: Social and Literature Study in Education*, *1*(1), 65–70.