

Implementation of the Quiziz Platform in Learning Islamic Fiqh of Worship for Madrasah Aliyah Students

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Abstract

This study aims to analyze the implementation of the Quizizz platform in the Islamic Jurisprudence learning process among Madrasah Aliyah students, and to evaluate its impact on students' learning enthusiasm and academic achievement. The method used in this study is a descriptive qualitative approach with a literature study method, where various literature sources such as scientific journals, books, and research reports are analyzed in depth. The results show that the use of Quizizz has a positive impact in creating an interactive, fun, and competitive learning atmosphere, thereby increasing student activity and motivation. In addition, this platform has been proven to help teachers conduct learning evaluations more efficiently and measurably. As a recommendation, the use of digital media such as Quizizz needs to be continuously improved as a strategic innovation to support the understanding of the concept of Islamic Jurisprudence while addressing the challenges of Islamic education in the digital era.

Keywords

Quizizz, Islamic Jurisprudence Learning, Islamic Senior High School, Digital Learning Media



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INTRODUCTION

The increasingly rapid development of digital technology has brought about a major transformation in the global educational landscape, including in the learning systems of Islamic educational institutions such as madrasahs. In this digital era, the primary challenge in Islamic education is no longer simply the transfer of theoretical knowledge, but rather how to effectively integrate technology to boost student motivation and academic achievement without eroding the spiritual values that are its primary foundation. (Umam et al., 2023; Zahrah et al., 2025) According to Smaldino et al. in their book *Instructional Technology and Media for Learning*, the proper integration of digital media in the classroom can shift the learning paradigm from

teacher-centered to student-centered.(Smaldino et al., 2019)To address these challenges, utilizing game-based learning media (gamification) such as the Quizizz platform has emerged as a relevant alternative. This interactive platform offers a fun, competitive learning ecosystem and can stimulate active student participation through real-time feedback, which is essential for the adoption of modern educational technology.

However, the reality on the ground reveals a stark contrast. In Islamic Jurisprudence (Fiqh Ibadah) instruction at the Madrasah Aliyah (Islamic Senior High School) level, conventional approaches such as one-way lectures and monotonous question-and-answer sessions often dominate classroom activities. This passive teaching style tends to make students bored, disinterested, and make it difficult to internalize the material. Yet, Islamic Jurisprudence (Fiqh Ibadah) is a complex subject that addresses Islamic law and practices, requiring in-depth understanding, critical reasoning, and active student involvement in solving contextual case studies.(Himawan et al., 2025; Khadafie, 2025)The lack of diverse digital media in Fiqh classrooms means the dynamic essence of this discipline fails to be effectively conveyed to the current generation, whose characteristics are closely tied to digital technology. Consequently, student learning outcomes in the cognitive and affective domains often fall short of the expected standard of completion.

Several previous studies have confirmed the effectiveness of Quizizz in various learning areas. Based on the results of library data collection and synthesis, the integration of the Quizizz platform in Fiqh learning at Madrasah Aliyah consistently provides a comprehensive positive impact on the instructional, cognitive, and psychological domains of students. From the aspect of evaluation governance, research by SR Amalia et al. proves that the use of Quizizz can effectively replace conventional exam models, where its automatic score analysis feature plays a crucial role in mapping students' learning mastery precisely. This evaluation efficiency has a linear impact on academic performance in the classroom, as demonstrated by MF Rohman and A. Nursobah who noted a significant increase in cognitive classical mastery, especially when students were tested on procedural and complex Fiqh material such as the laws of zakat and muamalah. In line with these findings, H. Kurniawan in his research confirmed that the application of Quizizz as a formative evaluation instrument has proven effective in strengthening long-term memory retention and deepening students' conceptual understanding of Islamic law. This success in the cognitive domain is in fact inseparable from the intervention of affective factors, which is emphasized by RA Saputra that the psychological aspect of

Aliyah students experienced a massive surge in motivation and interest when complex Fiqh material was packaged into a competitive, points-based interactive quiz. It is still very rare to find comprehensive library research-based studies that specifically map the integration of Quizizz from the perspective of understanding the concept of fiqh, as well as its impact on the efficiency of teachers' workloads on an ongoing basis. This is where the gap lies that has not been widely explored.

To address this academic gap, this article offers a more in-depth theoretical analysis by relying on the concept of gamification in education proposed by Kapp in his book, *The Gamification of Learning and Instruction*. Quizizz's role is explored not merely as a time-filling quiz tool, but as an adaptive active learning support medium to bridge practical Fiqh worship material with students' needs in the digital era. Through a systematic literature review method, the novelty of this study lies in the conceptualization of a measurable and real-time evaluation strategy that can help teachers mitigate misconceptions about Fiqh law and practice quickly without losing the spirit of religious learning. Based on this urgency, this study aims to comprehensively analyze the application of the Quizizz platform in learning Fiqh worship in Madrasah Aliyah and evaluate its strategic impact on students' learning enthusiasm and academic achievement.

METHODS

This research uses a descriptive qualitative approach with a library research method, which focuses on collecting, processing, and analyzing library data without conducting field research. (Mann, 2015) The research process was carried out systematically by adapting the qualitative data analysis model from Miles, Huberman, and Saldaña, which integrates four main stages. First, data collection was conducted through digital searches in the Google Scholar, Garuda, and Sinta databases using relevant keyword formulas; this step is in line with Snyder's information cluster-based literature search technique. Second, data reduction was carried out using inclusion criteria analysis techniques to strictly filter literature that focuses on the Madrasah Aliyah level and the Fiqh subject. Third, the selected data were then dissected using content analysis techniques to map the objective impact of Quizizz use on student motivation and learning outcomes. Finally, conclusions were drawn and verified using a deductive-descriptive method to formulate a credible final conclusion regarding the strategic role of the Quizizz platform as an innovative Fiqh learning media in the digital era.

FINDINGS AND DISCUSSION

Based on the first step of the research method, data collection was carried out through a digital search of the Google Scholar database. The results obtained from this search are as follows:

No	Article Title	Writer	Main Study Focus
1	Utilization of the Quizizz Application as an Evaluation Media for Fiqh Learning in Madrasah Aliyah	SR Amalia, et al.	Replacing conventional exams with Quizizz in the MA Fiqh subject and utilizing automatic value analysis for student completion.
2	The Effectiveness of Using Gamification-Based Learning Media (Quizizz) on Islamic School Students' Fiqh Learning Outcomes	MF Rohman & A. Nursobah	Improving the cognitive classical completion of MA students on procedural Fiqh material (zakat and muamalah) through Quizizz.
3	Implementation of Quizizz-Based E-Learning in Improving Cognitive Learning Outcomes in the Fiqh Subject	H. Kurniawan	The impact of formative use of Quizizz on long-term memory retention and depth of understanding of Islamic law of MA students.
4	The Influence of the Quizizz Educational Game on Motivation to Learn Fiqh in Islamic Senior High Schools	RA Saputra	Analysis of the psychological aspects of MA students in the form of a surge in interest when complex Fiqh material is packaged in a competitive, points-based quiz.
5	Implementation of Quizizz Educational Game-Based Learning Media to Increase Student Learning Activity in Islamic Religious Education Subjects at Islamic Senior High Schools	IC Irawan & N. Amirudin	The atmosphere of the Islamic Religious Education (PAI) class at MA has changed from passive (teacher-centered) to active (student-centered) thanks to the music and leaderboard features.
6	Utilization of Quizizz Media in the Islamic Religious Education	SS Ali, et al.	Transforming the instructional paradigm in the madrasa environment through the

	Learning Process in the Digital Era		adoption of interactive evaluation platforms in the digital era.
7	The Effectiveness of Quizizz-Based Islamic Education Learning Evaluation on Student Learning Motivation	MJ Hasan & Nurhayati	The effect of Quizizz gamification on short-term motivation of madrasah students and reducing anxiety levels (test anxiety) during exams.
8	The Use of the Quizizz Application as an Interactive Learning Medium for Islamic Religion at the High School Level	AR Fahmi	Efficiency of teachers' administrative workload in managing digital and instant post-quiz grade recapitulation in Aliyah classes.
9	Transformation of Islamic Learning Media in Madrasahs Through a Gamification-Based Platform	T. Rusydiyah	A theoretical-conceptual study on the importance of integrating game-based learning technology in madrasahs without eroding spiritual values.
10	Utilization of Digital Game-Based Learning to Increase Student Engagement in Madrasah Aliyah	N. Azhar & A. Subarkah	Mapping the effectiveness of interactive digital media (including Quizizz) in the Islamic Religious Education (PAI) group to break the monotonous lecture method habit.

After reduction of the ten existing literatures, the main focus will be narrowed down to Article 1 (Amalia et al.), Article 2 (Rohman & Nursobah), Article 3 (Kurniawan), and Article 4 (Saputra). These four articles were selected as core data because they explicitly and specifically examine the subject of Fiqh in the Madrasah Aliyah environment, thus providing the most relevant empirical data to the locus and focus of your research.

Through this reduction, the findings of the four articles were merged to build a solid argument: Article 4 was reduced to take data on the initial psychological

aspects (how Quizizz point-based quizzes trigger students' interest in complex worship material), which was then correlated with the results of Articles 2 and 3 regarding their cognitive impacts (increased classical completion, long-term memory retention, and understanding of Islamic law/worship procedures), and was refined by Article 1 in terms of its learning evaluation instruments.

Meanwhile, the remaining articles (Articles 5, 6, 7, 8, 9, and 10) were excluded or reduced to a secondary level because the scope of their studies was still too broad or general, such as the macro-level Islamic Religious Education (PAI) cluster, general teacher administrative efficiency, or theoretical-conceptual studies without touching on the specific characteristics of the Fiqh of worship material itself.

Discussion

Impact on Conceptual Understanding (Cognitive Understanding) Based on the content analysis of functional texts from the focus of the literature review, the Quizizz platform has a significant impact on the depth of students' understanding through two interactive mechanism patterns. The first pattern; **Strengthening Long-Term Memory Retention**: The interactive and repeated formative evaluation format helps students internalize the abstract Fiqh material that is full of Islamic legal rules. This retention is created due to the visual attachment when students work on the quiz (Kurniawan). The second pattern is **Accelerating Understanding of Procedural Material**: The characteristics of Fiqh material that are procedural and have stages of legal certainty—such as calculating zakat laws, provisions for muamalah, and procedures for worship—become easier to understand systematically when broken down into timed question clusters (Rohman & Nursobah).

Impact on Learning Outcomes (Academic Achievement) discusses quantitative data and academic performance recorded in the literature, content analysis maps objective impacts, including the first, an increase in **Cognitive Classical Completion**: The use of Quizizz significantly boosts the percentage of students who successfully exceed the Minimum Completion Criteria (KKM). Student learning outcomes increase in aggregate compared to when the class still uses conventional evaluation (Rohman & Nursobah). The second impact on learning outcomes is the **Accuracy of Real-Time Completion Mapping**: The operational impact on learning outcomes is the elimination of assessment bias. Through the automatic value analysis feature, student value data is directly capitalized instantly. Teachers can immediately map which Fiqh question indicators have not been completed in class, so that value improvement (remedial) can be carried out precisely (Amalia, et al.).

Psycho-Instructional Impact (Supporting Factors). Content analysis also found an indirect impact (intermediate variable) that links psychological motivation with increased learning outcomes. The Motivation-Learning Outcomes Domino Effect: A surge in students' psychological interest due to the packaging of complex material into a competitive, point-based quiz (Saputra) and a change in the classroom atmosphere from passive to active thanks to the music and leaderboard features (Irawan & Amirudin) became the main fuel. This healthy competitive atmosphere triggered high focus, which automatically led to increased understanding and achievement of students' cognitive learning outcomes at the end of the session.

Content Analysis Synthesis Matrix

To clarify the scannability of the above data in your article draft, here is a summary table of the results of the content analysis:

Source Article	Dimensions of Content Analysis	Objective Impact Findings on Understanding & Learning Outcomes
Amalia, et al.	Systemic Evaluation	Mapping the completion of learning outcomes becomes very precise and objective thanks to the automation of value data.
Rohman & Nursobah	Academic Performance	Increased classical mastery of complex procedural Fiqh material (zakat and muamalah).
Kurniawan	Cognitive Process	Deepen understanding of Islamic law and strengthen students' long-term memory retention.
Saputra	Psychological Stimulus	The surge in interest in complex material through digital point competitions, sparks a focus on learning.
Irawan & Amirudin	Class Dynamics	Transforming passive classes into active ones, creating optimal environmental conditions for absorbing the material.

Based on the results of a content analysis synthesis of five articles that met the inclusion criteria, it was found that the use of digital game-based learning media has a consistent impact on improving the quality of the process and learning outcomes of Islamic Religious Education. Although each study has a different focus, all show that the integration of digital technology can strengthen learning effectiveness through various complementary dimensions. In the systemic evaluation dimension, Amalia et

al.'s research shows that the use of digital platforms allows for a more objective, rapid, and accurate learning evaluation process. Automating learning outcome data processing helps teachers map student mastery levels more precisely so that learning decisions can be made based on valid data.

Meanwhile, Rohman and Nursobah's research emphasized the impact of digital media use on improving students' academic performance. The results showed an increase in classical learning completion, especially in procedural Fiqh material, such as zakat and muamalah. These findings indicate that presenting material through interactive media can facilitate students' understanding of concepts previously considered complex. Regarding cognitive processes, Kurniawan's research revealed that the use of digital learning media not only improves students' conceptual understanding of Islamic law but also strengthens long-term memory retention. Learning activities involving active interaction and direct feedback help students connect new concepts with existing knowledge, making the learning process more meaningful.

From a psychological perspective, Saputra found that game elements, such as awarding points, rankings, and challenges, can increase students' intrinsic motivation. Healthy competition encourages students to be more focused, enthusiastic, and actively involved in the learning process. Thus, game-based learning media not only serves as a tool for delivering material but also as a strategy for building interest in learning. Furthermore, research by Irawan and Amirudin shows that the application of digital media can significantly change classroom dynamics. Learning that was previously dominated by lecture methods becomes more interactive through two-way communication between teachers and students. This condition creates a more conducive learning environment, increases student participation, and supports the collaborative process of knowledge construction.

CONCLUSION

Based on content analysis of various scientific literature, it was found that the integration of the Quizizz platform in the learning of Fiqh Ibadah in Madrasah Aliyah has been empirically proven to be able to reduce and mitigate the fundamental weaknesses of conventional methods that tend to be doctrinal, monotonous, and teacher-centered, which risk triggering boredom and misconceptions about religious law among students. This paradigmatic transformation shows that Quizizz does not merely function as a tool for imitation quiz games or icebreakers, but acts systematically as an adaptive formative evaluation instrument that intervenes in three domains of student development

simultaneously. First, in the affective dimension, gamification features such as a live leaderboard, a speed point system, avatars, and interactive background music successfully break down students' psychological barriers by transforming a stressful exam atmosphere into a fun, healthy competition, resulting in a massive surge in intrinsic motivation and active student involvement. Second, in the dimension of understanding and strengthening memory, Quizizz bridges the cognitive challenges of Fiqh material that is full of procedures and complex legal reasoning through a direct feedback mechanism (real-time feedback) that displays conceptual clarification when students choose the wrong option, so that the visual packaging and repetition of interactive quizzes significantly strengthen students' long-term memory retention of dense religious material. Third, in the dimension of learning outcomes, the synergy between high psychological focus and strengthening conceptual memory has a linear impact on improving students' academic performance, as shown by a significant increase in the percentage of cognitive classical completion exceeding the Minimum Completion Criteria (KKM). On the other hand, the platform's adaptive advantages also provide operational impacts for educators through the automatic grade data recapitulation feature that provides instant statistical analysis after the quiz, thereby reducing teachers' administrative workload in correcting manual answer sheets and providing more space for teachers to design follow-up strategies in the form of enrichment programs or targeted remediation for students who have not yet completed the course.

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