

The effect of the quizizz application learning media on student learning outcomes in fikih class xi at madrasah aliyah negeri 14 jakarta

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Received: 13-06-2025

Revised: 26-08-2025

Accepted: 19-10-2025

KATAKUNCI

Fiqh Lesson, Quizizz Application, Learning Outcomes

ABSTRACT

This study aims to examine the application of Quizizz application-based learning media on the achievement of student learning outcomes in the subject of Islamic jurisprudence in class XI at the State Islamic Senior High School (MAN). This study employed a case study method where the Quizizz application was integrated into the learning process, and the learning outcomes were analyzed to assess its effectiveness and compared with learning outcomes using conventional methods. The research sample consisted of 36 eleventh-grade students from MAN 14 Jakarta. The findings revealed that the Wilcoxon test showed a significant difference between learning outcomes using the Quizizz application and conventional methods, with a p-value of $0.001 < 0.05$. However, the N-Gain Score test for both learning outcomes indicated that this difference leaned towards ineffectiveness. Therefore, the use of the Quizizz application as a learning medium was not more effective compared to conventional methods.

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Introduction

Fiqh subjects discuss various aspects of daily worship, such as prayer, fasting, and zakat. So that the delivery of this material is not monotonous and is able to attract students' attention, it is necessary to apply innovative and fun learning methods or media. Understanding and applying jurisprudence in everyday life requires active involvement and full concentration from students during the learning process.

The teacher's active involvement in the learning process needs to be supported by the availability of adequate facilities and media, in order to encourage learning motivation and deepen students' understanding of the subject matter. In order to realize this goal, educators are expected to be able to develop innovation and creativity in the learning process, one of which is utilizing technological advances through the use of interactive digital media. One form of utilizing modern media is the application of electronic-based applications such as Quizizz in learning activities.

The increasingly rapid development of technology demands adjustments in all fields, including in the world of education. Teachers are required to be adaptive and creative to keep up with the times by utilizing available technology and applications that can facilitate the learning process so that it is hoped that the quality of education will also increase. One of the very broad impacts today that makes all human affairs easier is the existence of the internet. The use of internet facilities increasingly opens up students' and teachers' exposure to global information.

Quizizz is a digital platform that provides online learning facilities, creating an interactive virtual classroom experience. Even though its potential is quite large, this application is still not widely adopted by the majority of teaching staff in Indonesia. The

presence of Quizizz is expected to increase the achievement of learning outcomes and increase student enthusiasm in participating in learning activities. Not only does it function as a virtual classroom, Quizizz also provides features to distribute assignments, receive assignment submissions, and carry out assessments automatically. The results of students' work can also be directly displayed via devices such as smartphones or computers that they use. Utilizing this application is also an educational tool in shifting the function of students' devices into a more productive direction, namely as a learning medium. On the other hand, teachers are also encouraged to carry out a transformation from traditional learning models to technology-based approaches that are more interesting and motivating.

Quizizz is a game-based learning application that provides interactive and fun experiences in classroom activities, especially through multiplayer activities. Through this platform, students can practice directly in class using their respective electronic devices. This application offers a variety of interesting features, such as a countdown system for answering questions, the appearance of character memes when a student's answer is incorrect, random awards for correct answers, and a leaderboard that encourages students to answer quickly, precisely and carefully. A healthy competition mechanism between students helps foster enthusiasm for learning and increases their active participation. Each participant takes the quiz simultaneously and can see their ranking in real-time via the leaderboard. Teachers or instructors also have access to monitor the progress of quizzes and download results reports as material for evaluating student achievements. The use of this application has proven to be effective in stimulating interest and increasing students' concentration during the learning process.

The Quizizz application can also be used as a learning evaluation tool that combines game elements to increase student engagement. Learning activities in class have the potential to cause boredom for students if the evaluation process is still carried out conventionally, such as through the presentation of texts read directly by the teacher. Teachers can utilize various varied evaluation media as an effort to make the learning process more interesting and increase student involvement (Citra & Rosy, 2020). Quizizz is an educational game-based application that is narrative and flexible, and not only functions as a medium for delivering material, but can also be used for various purposes in the learning process. The Quizizz application also functions as an interactive and fun evaluation tool, thereby increasing student involvement in the assessment process. Quizizz is designed as a means of supporting the learning process that facilitates both educators and students in increasing the effectiveness of teaching and learning activities. This application adopts an online quiz-based learning method that is interactive and interesting, so that it can increase student participation in the learning process. This allows students to complete a series of questions independently and compete with other users on the same quiz. Apart from being able to be used as a learning medium, this application can also help as learning evaluation material, for example, there is data and statistical calculations of student performance, the results of which can illustrate the extent of students' understanding and learning motivation towards teaching material, which is one of the important indicators used as a basis for evaluating the entire learning process.

Research Methods

This research is included in the type of case study, namely a research approach that focuses on real situations in the classroom in order to improve the quality of the learning process or find solutions to problems that occur in the learning environment. This research aims to assess the level of effectiveness of using the Quizizz application in supporting the learning process of fiqh subjects in class XI-1 students at Madrasah Aliyah Negeri. Since this research has proven the effectiveness of its use in several subjects in several schools, the researcher wants to see whether the application of this application also has the same impact on fiqh learning in class XI-1 of State Madrasah Aliyah in Jakarta. This research involved all class XI-1 students as the research population of Madrasah Aliyah Negeri 14 Jakarta, totaling 36 students. The research instruments used include observation sheets as a tool for collecting data related to the use of the Quizizz application as well as learning outcomes tests as a tool for

measuring student achievement. Data analysis in this research was carried out by applying normality tests and homogeneity tests as the initial stage of data processing. If the data shows a normal distribution with a significance value above 0.05, then the analysis continues using a paired t-test. However, if the data does not show a normal distribution, then the analysis is carried out using non-parametric statistical methods, namely the Wilcoxon test as an alternative test. After determining whether there are differences, a test is carried out to see the effectiveness of implementing this application using the N-Gain Score.

Result and Discussion

In the initial stage of conducting the research, the researcher carried out an identification process for a number of parallel XI classes at Madrasah Aliyah Negeri 14 Jakarta. including class conditions, learning methods used and learning media used in order to obtain classes that are suitable for the expected criteria, namely classes where the Quizizz application is usually used. There was one class where the Quizizz application medium for learning fiqh was applied, namely class XI-1. The research was carried out by conducting a test in class After obtaining the values from the two test results, the average results are obtained as follows.

Tabel 1. Average Test Result Value

Respondent	Conventional test average	Quizizz test average
Kelas XI	85,27 ± 3,17	66,11 ± 21,42

Based on the results of the average pre-test score, namely the test score using the conventional method and the post-test score or test score using the Quizizz application, it was found that the average score for the conventional test was 85.27 with a standard deviation of ± 3.17 , while the average score using the Quizizz application was 66.11 with a standard deviation of ± 21.42 . These results show that the average score using the conventional method is greater, namely 85.27, compared to the test using the Quizizz application, namely 66.11. From the standard deviation value, it appears that the test score using the Quizizz application is very varied with a standard deviation value of 21.42 compared to the conventional test score with a standard deviation value of 3.17.

The data that has been obtained is then analyzed through a normality test to determine whether the distribution of test scores, whether obtained through conventional methods or through the use of the Quizizz application, follows a normal distribution pattern or not. Data normality testing was carried out using the Shapiro-Wilk test, considering that the sample size was less than 50 respondents. The results of this test are presented in the following table. Table 2. Data Normality Test Results

Variable	Shapiro-Wilk Test Results
Tes konvensional	0,001
Test using quizizz	0,032

Based on the results of the normality test analysis, it is known that the two groups of data are not normally distributed, indicated by the significance value which is below 0.05. Therefore, the appropriate correlation test to use is a non-parametric test, namely the Wilcoxon test.

Tabel 3. Wilcoxon Correlation Test Results

Variable	Significance Value / <i>p</i> -Value
Conventional test and quizizz test	0,001

The correlation test results show that the significance value (*p*-value) is 0.001, which is below the significance limit of 0.05. Thus, it can be concluded that there are relevant differences between test results obtained using conventional methods and test results carried out using the Quizizz application.

The differences in results that occur between conventional tests and tests using the Quizizz application show that there are significant differences, so it is also necessary to determine whether the differences that occur are in a better or effective direction or even the

opposite. For this reason, it is necessary to carry out the next test, namely the N-Gain test, to see the effectiveness of the application or treatment. Below are the results of the N-Gain test for these two data.

Tabel 4. Uji N-Gain

Variabel	N-Gain Score	N-Gain Persen
Conventional test and quiziz test	-1,46	-146,34

Based on the results of the N-gain test, the N-Gain Score value was -1.46 and the N-Gain Percent value was -146.34, which means it is lower than 0, this shows that there is a decrease in learning outcomes from test results using conventional methods to tests using the quizizz application. It can be concluded that between conventional tests and tests using the Quizizz application there is a difference in the direction that is not better, meaning that tests using the Quizizz application are no more effective than tests using the conventional method so that there is a decrease in student learning outcomes when using the Quizizz application.

The mean score obtained in the pre-test or conventional test was 85.27 with a standard deviation of ± 3.17 , which was greater than the mean score of the post-test or test using the Quizizz application with a score of 66.11 with a standard deviation of ± 21.42 . Based on these results, it can be concluded that the test results using the Quizizz application are lower than the test results using conventional methods. This is in line with previous research conducted by Maulyda, M.A, et.al (2020) where the results of applying this media were less effective in making learning outcomes better. Even though the highest score on the test using quizizz media is the highest maximum score, namely 100, the minimum score is also very low, namely 0, so that a very high standard deviation is obtained, namely ± 21.42 compared to the average score for learning results using the conventional method, where the highest score is 90 and the minimum score is 82, where the standard deviation value is ± 3.17 , which shows that the test results using the conventional method are more homogeneous.

The results of the correlation test carried out on the two learning outcomes data show that there is indeed a significant difference between the two learning outcomes where the p-value is <0.001 or smaller than 0.05. From this difference it is necessary to determine whether the difference is a difference in a more effective direction or vice versa, therefore the test continues by testing the N-Gain Score value. In the N-Gain Score test, a value was obtained below 0 (zero), this shows that the results of applying the Quizizz media were not effective in improving the learning outcomes of class XI -1 students in the fiqh subject at MAN 14 Jakarta.

The ineffectiveness of implementing quizizz media can be caused by several factors such as unsupportive internet network support, not being used to using the application, students' readiness to face tests and teacher readiness factors in operating the quizizz application (Darmawan M.T, Sulistyowati, E.D, 2025). So, to produce effective learning outcomes using the Quizizz application media, it is necessary to minimize these factors which can hinder its implementation.

Conclusion

The use of the quizizz application media is not effective in improving learning outcomes in Fiqh learning in class XI-1 MAN 14 Jakarta. It was found that the average learning outcomes using conventional tests were greater than the learning outcomes using the Quizizz application. Although the results of the non-parametric Wilcoxon test showed that there was a significant difference, the results of the N-Gain Score test showed that the difference that occurred was a difference in the ineffective direction with a score below 0.

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