

Quizizz-Based Learning Innovation to Improve the Achievement of Islamic Religious Education

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Abstract:

Educational innovation is a new and rapid advance in the world of education. Especially in the era of globalization that is rife with technology. The growing use of technology also affects the development of education, which trends with the use of technology. Through educational innovation, the quizizz application is an online platform to develop learning through interactive quiz games to make learning more interesting. This study aims to describe how the implementation of quizizz-based learning has improved islamic educational achievement and to determine the supporting and inhibiting factors in the implementation of quizizz-based learning innovation in improving islamic religious education achievement. The research is qualitative, with a case study approach where researchers examine an existing case. Data collection techniques use observation, interviews, and documentation. Observation by directly observing the object that is the place of research and interviews essentially obtain direct information in fact from the resource person, namely islamic education teachers. The results of the study show that the implementation of the application of the quizizz can be used as an assessment in arabic and muhammadiyah subjects. The use of quizizz is

nothing but a secondary learning method or as a support in learning, not as a primary method in teaching. The success of the quizizz application can be seen in the increase in student learning motivation, student activeness in class, and other student learning achievements. The supporting factor for applying quizizz is that students are increasingly open to a broad horizon of learning technology and subject matter that has been taught. The ability of students to easily adapt to the use of the internet makes them more creative. The inhibiting factor is the lack of focus of students in following learning due to the distraction of technology and internet web pages. Technology is used in learning only as a learning support so that students do not get bored easily.

Keywords: Quizizz, Achievement, Islamic Religious Education

Introduction

Learning innovation is a new advancement in the world of education. Innovation in the world of education is an idea, strategy, method, or item that will be felt by a group and used to achieve educational goals or solve educational problems. The development of science and technology (IPTEK) in the current era of globalization is growing rapidly because all forms of human activity are now inseparable from science and technology and are very influential in the world of education. Therefore, the quality of education is improving. Evidenced by the procurement of efforts to improve the quality of education, compliance with the quality of education is getting better, especially in adjusting the use of technology in the world of education, especially in the learning process. Learning innovation is an eagerly awaited presence in the application of learning today (Amsul et al., 2022).

The characteristics of innovation, that is, easy and not accepted in the world of education, are influenced by the characteristics of innovation. In fact, generation Z is now a generation born inseparable from technology. Santoso (2017) argues that Gen Z rose as digital users living in the digital stage world. Reinforced research in Turner (2012) shows that 60% of respondents from generation Z have started social life online, 50% prefer to communicate online rather than in person, and 70% are more comfortable communicating with online communities (Listiyani & Yamin, 2023). With so many learning innovations that can be applied by millennial generations, in learning Islamic religious education, teachers should also start to know technology by innovating technology-based learning. Engaging learning keeps students active and engages them in learning (Rizqiyah & Arsanti, 2022). So with that, student achievement will also increase, starting with the motivational achievements that exist in students, learning achievements that are increasing day-by-day understanding of Islamic religious education, and achievements in developing Islamic religious education examples in the field of competitions. Islamic Religious Education learning proves that the learning process becomes more enjoyable, easier to understand, and improved. These results guarantee the success of the application of innovative learning based on the Quizizz application to extinguish PAI subjects, which aims to increase children's learning motivation and learning outcomes. There is an increase in enthusiasm for learning, including a positive spirit, discipline, and responsibility in students that has not been seen (Fawaidatun et al., 2023).

Learning activities cover all aspects of education. Advances in information technology today greatly affect education, which continues to make changes in the educational process. The learning process is a factor in changes in achievement. Learning achievement is a manifestation of changes in behavior, where such actions lead to behavior (Safitri et al., 2020). Changes in behavior can be reflected in various aspects of personality, both physically and psychologically. The measure of learning achievement is the outcome obtained after going through the learning process, which is reflected in the overall change in behavior as a result of individual experience (Nurdiana, 2022). The measure of success in achieving achievement can be seen in the learning motivation, enthusiasm, or encouragement to learn that arises from within a person, which will increase enthusiasm and motivation in the learning process. Learning motivation includes efforts to achieve learning objectives, such as understanding the material and developing study skills. In addition, learning motivation acts as a drive or driver that triggers a person's interest in the learning process, encouraging them to continue learning consistently (Sulaiman, 2022). Islamic religious education according to the government regulation of the republic of indonesia number 55 of 2007 concerning religious education and religious education, chapter 1 articles 1 and 2 affirm, "religious and religious education is education carried out through subjects or lectures at all levels of education that aims to provide knowledge and shape attitudes, human personalities who believe and fear god almighty, as well as the skills and abilities of students in responding to religious values, as well as to prepare students to become human beings who can carry out and practice their religious teachings" (ministry of law, 2015). Islamic religious education is a conscious effort carried out and planned to prepare students to be able to know, understand, internalize, and believe in the teachings of islam. The main objective is to form an attitude of piety and noble morals by referring to the main sources of islamic religious teachings, namely the qur'an and hadith (Firmansyah, 2019).

Nurohman (2021) stated that the use of the Quizizz application makes learning more effective, fun, and preferred by students, so that it can increase the level of student understanding in the 11th

grade Islamic Religious Education subject at SMA Kesatuan Bangsa, Bantul, Yogyakarta (Nurohman, 2021). According to Fawaidatun R.N., Moh Ansori, Miss Ula Qothifatul, and Nur Iftitahul Husniyah (2023) stated in their research that using Quizizz to obtain Islamic religious education has a positive effect (Fawaidatun et al., 2023). The application of the learning Quizizz application is able to make students more interactive, fun, and improve learning outcomes in these students, so that learning through the Quizizz application has a positive influence on the results of student learning evaluation. This has been researched by Ani Malikhatun Rizqiyah and Meilan Arsanti (2022) in their research (Rizqiyah & Arsanti, 2022). Learning through the Quizizz paper model media has a positive impact on improving the learning outcomes of fiqh materi hitan in grade IV students of MIN 1 Pulang Pisau; this has been researched by Ahmad Ridani (2023). In the study, there were pre-cycles of 25 students who completed as many as 12 students (48%) and those who had not completed 13 students (52%); cycle I of 25 students who completed as many as 19 students (76%); and those who had not completed as many as 6 students (24%). While in cycle II, 25 students completed (100%) and 0 students (0%) were incomplete. So, after Cycle II, student learning outcomes increased by 24% (Ridani, 2023). Dedi Efendi (2022) stated that the results showed that students consider Quizizz to be an easy-to-use application; its use makes learning more fun, increases mastery of the material, and increases student motivation and activeness in learning (Efendi & Sesmiarni, 2022). The findings by Kasmawati and Emy Saelan Malewa explained that the use of Quizizz application-based ICT media in assessment activities can improve learning outcomes based on cycles I and II, which was proven before the use of Quizizz application-based ICT media. The average value of learning outcomes of 65.09 increased to 72.81. Meanwhile, what happened in cycle II was an average increase in the value of learning outcomes from 72.81 to 85.72 (Kasmawati & Saelan Malewa, 2022). Learning outcomes and student motivation after using the Quizizz application as a learning evaluation tool 100 percent stated that Quizizz makes tests more interesting, 94.4 percent stated that the Quizizz application can increase learning desire, 83.3 percent stated that the Quizizz application was the best application for tests, 66.7 percent stated that the Quizizz application was suitable for every test, and 83.3 percent stated that the Quizizz application made students more relaxed doing the discovery exam by Muhammad Yusuf Salam, Adam Mudinillah, and Annisa Agustina (Salam et al., 2022)

Previous research shows that there has been no research that discusses quizizz-based learning innovations in improving the achievement of Islamic religious education aimed at student motivation, activeness, and achievement. So with these problems, researchers try to provide the right solution for educators and students. The solution provided is in the form of how to implement quiz-based learning innovations to improve the achievement of Islamic religious education and how supporting and inhibiting factors contribute to the implementation of quiz-based learning innovations to improve the achievement of Islamic religious education.

Research Method

The research method used by the researcher is a qualitative approach, which will describe quiz-based learning innovations as increasing the achievement of Islamic religious education. Qualitative methods have an important role in providing an in-depth description of a phenomenon. A qualitative approach encourages a deep understanding of the essence of an event. Therefore, qualitative methods do not only focus on the clarity of the explanation or picture but also help gain a

deeper understanding (Ardiyanto, 2019). The qualitative approach used is in the form of a case study approach, where researchers examine an existing case (Rahardjo, 2010). In this case, the case studied is in the form of how to innovate learning with the *Quizizz* application so that students can improve the achievement of Islamic Religious Education, both in terms of learning motivation and student interest in using the application in Islamic Religious Education learning. It can also be used in case studies regarding the evaluation of learning outcomes that have been carried out. Will it also increase student achievement in PAI or even make students experience a *downgrade*.

Data collection techniques are carried out through observation, interviews, and documentation, which will be carried out since November 14, 2023. Interviews are conducted as a process of communication and interaction in collecting informants through questions and answers between researchers and informants or research subjects (Rahardjo, 2011). In this case, informants who are the subject of research are directly from Islamic Religious Education teachers. With this interview, the essence is more to obtain in-depth information about the theme to be raised by the researcher, or as a process of proving the information that has been obtained through the technique. In addition to interview techniques, the author also conducts observation as a data collection method that involves direct observation of the object or event being investigated. This observation is done by utilizing senses such as sight, smell, and hearing (Rahardjo, 2011). Meanwhile, according to Sugiyono (2018), documentation is a method used to obtain data and information directly from the research location, including books, regulations, relevant activity reports, photos, film documentaries, and data relevant to research (Maulidya et al., 2022). In this case, the observation examined by the researcher was conducted directly by one of the 8th graders who was conducting *an assessment* using the *Quizizz* game application.

Result and Discussion

Learning is an important aspect of the educational process that aims to create changes in behavior and other aspects of students' lives. Such changes involve cognitive, emotional, and psychomotor dimensions. In the context of learning activities, the interaction between teachers and students is crucial. The success of the learning process is not only reflected in the understanding of concepts, mastery of the material, and achievement of student learning outcomes, but also in how the activity successfully influences student behavior and identity through cognitive, emotional, and psychomotor adjustments (Lestari & Khairuna, 2022). Government policies described in Proppenas in 1999–20004 aim to improve the quality of national education. Various steps have been and will be taken to achieve improved quality of education by 2010, including the provision of resources and learning facilities needed to complement existing schools. Law No. 2 of 1989 concerning SISDIKNAS regulates the requirements so that each education unit, through school channels, is able to provide adequate learning facilities as part of efforts to support the implementation of education. Judging from the existing phenomenon of Indonesian education, it requires a teacher to have a variety of creative and innovative efforts in realizing an active, easy-to-understand learning process with various existing efforts by multiplying innovations and variations in learning strategies, facilities, and innovations in creating new things in improving the quality of learning in order to produce an increase in student achievement. Learning innovation creates various applicative styles in teachers making interactive learning; in this case, *Quizizz* is one of the innovations in learning.

Effective learning requires active involvement, participation, and interaction between teachers and students. The design of learning activities is structured in such a way as to achieve certain learning objectives. Success in the learning process can be measured through the level of understanding of concepts, mastery of the material, and learning achievement. Students who have a good understanding of concepts and mastery of the material tend to achieve higher learning achievements. In addition, learning success is also influenced by the accuracy of the application of learning models and media (Ningtyas & Syaodih, 2020). There are various types of media that can be used by teachers, and one of them is game-based learning media, which can also function as a means of assessment to measure student understanding after they receive lesson material, especially in the form of game-based learning quizzes (Puspita & Ganefri, 2020).

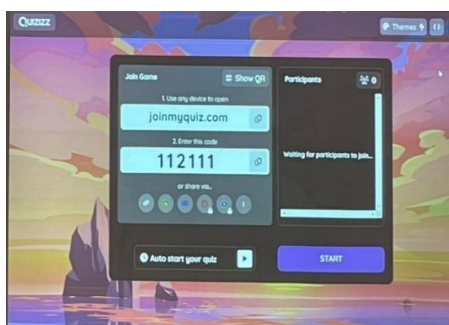
Building a learning atmosphere through a gamification approach is not a completely new idea. Several studies have applied this approach in a classroom context. It has been found that through gamification approaches, students' interests increase, and their ambitions for success can be formed (Munawir & Hasbi, 2021). Quizizz presents a variety of interesting features, such as quizzes, surveys, games, and discussion forums. This e-learning platform is designed for learning purposes, especially in the context of assessment. The *Quizizz* application can be accessed via www.Quizizz.com and can be run on both laptops and *smartphones*. To join the activity, students simply enter a code in the form of a six-digit number and write their name or abbreviation of their name. One of the great things about *Quizizz* is the ability to set time limits for each question. Through the use of *Quizizz*, it has been proven that this platform can stimulate the value of honesty and reduce dishonest behavior in academics that may appear in students (Listiyani & Yamin, 2023). The use of *Quizizz*'s interactive learning media has a positive impact on teachers and students. The addition of game elements to the learning process allows for the active participation of pupils, which can contribute to the improvement of their cognitive development. A pupil's level of cognitive development is often related to the extent to which they engage socially with their surroundings. Therefore, it is expected that the higher the level of social engagement among students, the better the learning outcomes that can be achieved (Oktaviani, 2023).

In this case, *Quizizz* is used in the form of secondary learning strategies. What is meant by secondary is a learning strategy that is not primarily used in learning but only as a support or complement. The main learning methods and strategies remain the lecture method and so on. The use of technology in learning is only as a complement so that students are more familiar with and understand that learning methods in the Gen Z era are not monotonous in traditional models that only use writing and paper. The development of science and technology (IPTEK) requires the integration of technology and information in the implementation of learning evaluation. In order for learning objectives to be achieved, teachers are required to have the ability to use efficient and economical evaluation tools, even if only at a basic level (Febriani & Darodjat, 2022). In this case, *Quizizz* is used in the form of secondary learning strategies. What is meant by secondary is a learning strategy that is not primarily used in learning but only as a support or complement. The main learning methods and strategies remain the lecture method and so on. The use of technology in learning is only as a complement so that students are more familiar with and understand that learning methods in the Gen Z era are not monotonous in traditional models that only use writing and paper. The development of science and technology (IPTEK) requires the integration of technology and information in the implementation of learning evaluation. In order for learning objectives to be achieved, teachers are

required to have the ability to use efficient and economical evaluation tools, even if only at a basic level (Naqiba, 2023).

Student achievement results from various factors that affect them, both from within themselves (internal factors) and external factors (external factors). These factors have an important role in helping students achieve optimal learning outcomes. Internal factors include several aspects, such as intelligence, which involves the ability to cope with new situations, the application of abstract concepts, and understanding relationships with the ability to learn quickly. In addition, attention, which is defined as the focus of the soul on an object or objects, can arise both on the basis of desire and without desire. Talent, as the capacity to learn, is a potential that can develop into skills through the process of learning or practice. Motivation, which is related to needs, drives, and goals, also has a great impact on activity and achievement in the learning process, motivating individuals to direct their actions and set learning goals that are beneficial to their lives (Nurdiana, 2022). The learning motivation that exists in students has a variety of variations. With the Quizizz assessment held, there are students who feel challenged by this, and there are also students who feel depressed and heavy. Each student has their own advantages and disadvantages.

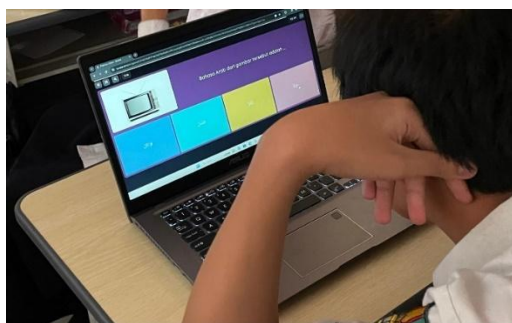
Student achievement can also be implemented by increasing the activeness of student learning interest, student understanding, and learning outcomes. The use of learning media based on Quizizz game applications in PAI subjects involves cognitive, affective, and psychomotor aspects of students. This can be seen in the self-realization of students as users of learning media based on *the Quizizz* game application in PAI subjects, both in mastering teaching materials and completing group assignments or individual assignments. This use is expected to develop 4C skills (Daulay et al., 2023). Learning achievement can be assessed in the form of numbers or scores after students undergo evaluation at the end of each learning session. The score obtained is an indicator to evaluate the extent of student understanding of the learning material. However, learning outcomes are not only limited to numbers or scores but also include various experiences experienced by students, including in the cognitive, affective, and psychomotor domains. The learning process is not only related to understanding the theory of subjects but also involves mastering the habits, perceptions, satisfaction, interests, talents, various skills, ideals, desires, and expectations of students. This perspective is in line with Rusman's (2017: 130) view, which emphasizes that learning outcomes can be reflected in changes in perception and behavior, including improvements in attitudes or morals (Salsabila et al., 2020).



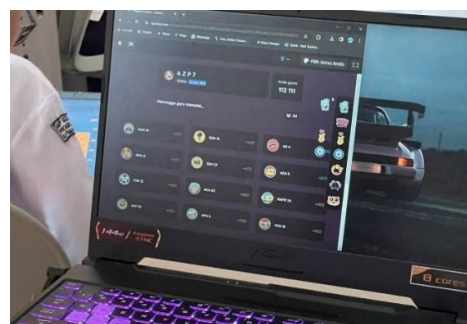
Picture 1. Link and game code quizizz



Picture 2. Learning conditions when playing quizizz games



Picture 3. Questions about Arabic in the quizizz game



Picture 4. Quizizz game winner ranking results

In the implementation of the *Quizizz application*, of course, there are also inhibiting and supporting factors. Supporting factors include the fact that students can further expand their scientific horizons, especially with the introduction of existing technology. Learning is not always monotonous on a lecture or *paperless* system; in this era of rapidly developing technology, it is increasingly intense and rife that students are much better at technology than teachers who teach. The advantages of generation Z, who easily accesses and surfs easily and quickly with internet technology, Students can also explore further the material or ways of learning that are in accordance with today's times. Students are increasingly comfortable with the existence of internet technology, which affects their lives in an easy and interesting way. With the use of the internet, students are not easily bored, and it is easier to receive teaching materials. In the inhibiting factor that exists in learning, namely, there are many distractions faced by students, learning with technology, there will be challenges that students lack focus in following learning because there are some students asked to open the *Quizizz* application, but what is opened is not only the application but is engrossed in social media or games that they open during learning. Therefore, PAI teachers will apply that the use of the *Quizizz* application is focused on assessment only; if there are no assessment activities, students will still focus on providing teaching materials provided by PAI teachers. Technology exists only as a support, so that learning is not monotonous in traditional systems (Naqiba, 2023).

Conclusion

Learning innovation in the current generation Z requires ideas and creativity that are more needed in mastering strategies or learning models using technology. One of them is using the *Quizizz* application to implement existing learning innovations. *Quizizz* is a game application where there is a quiz feature that can be played and applied to learning. The *Quizizz* application is applied to secondary learning methods or as a support for learning, not to primary methods such as lectures and so on. *Quizizz* is often applied to existing assessments of learning. Not all subjects are right for using *Quizizz*; only some Islamic education subjects are right for using the *Quizizz* application. Arabic and Kemuhammadiyah subjects are suitable for use in *assessment* using *Quizizz*. The assessment carried out by PAI will affect student learning achievement. Students are easier to understand the material taught, student learning motivation is increasing, and achievement in learning is increasing as well. In this case, the effectiveness of learning implementation using *Quizizz* greatly increases learning outcomes and student achievement. In addition to increasing student achievement results, of

course, there are supporting factors from the use of the Quizizz application applied to learning, including students opening a wider horizon in the problem of change and the technological sophistication that exists in the learning support process. Students are also more familiar with technology-based learning models. So with this, students are getting smarter at learning to recognize technology-based learning. The inhibiting factor that exists in Quizizz application-based learning, namely *students lack focus in participating in PAI learning, is caused by students not only opening the internet window of the Quizizz application, but there is a distraction for students to open other window pages, such as online games, social media, and so on.* Technology-based learning is only as a support for material and learning, more precisely facilitating innovation in conducting assessments in Arabic and Muhammadiyah subjects.

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