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Quizizz Learning Media and Students' Learning Interests: An Empirical Study on the Learning of Aqidah and Akhlak

Heri Setiaji*[1], Dedy Yansyah [2], Catur Wahyuningrum[3], Fatimah Marliani[4]
[1,4] *STAI Babunnajah Pandeglang, Indonesia*
[2] *STIT Ad-Da'wah Lebak, Indonesia*
[3] *Universitas Sains Al-Qur'an, Wonosobo, Indonesia*
e-mail: herisetiaji585@gmail.com[1], dediyansyah1989@gmail.com[2], caturningrum03@gmail.com[3],
velinmrln2103@gmail.com[4]

ABSTRACT   *This study aims to determine the effect of the use of Quizizz learning media on the learning interest of eighth grade students in the subject of Akidah Akhlak at MTs Hidayatul Mubtadi-ien Sobang, with a quantitative approach using a quasi-experimental design of the Nonequivalent Control Group Design type involving an experimental group using Quizizz and a control group following conventional learning; data were collected through a learning interest questionnaire whose validity and reliability were tested and analyzed using an independent samples t-test after meeting the prerequisites of normality and homogeneity, while observations were used to monitor the implementation and participation of students. The results showed that students in the experimental class had a higher learning interest than those in the control class with a significant difference (p < 0.05), confirming that the integration of gamification-based digital learning media is effective in increasing learning interest even in learning values and morals. This study enriches the literature by emphasizing the role of the affective dimension in the internalization of religious values and provides an empirical basis for policy makers and madrasah managers to integrate learning technology adaptively. Limitations of the study include a quasi-experimental design without full randomization, limited subject coverage, and short treatment duration, so further research using a more rigorous design, wider subjects, and mixed methods is recommended for a more comprehensive understanding.*

Keywords   : *Quizizz, Learning Interests, Media, Aqidah, Akhlak.*

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INTRODUCTION

Teaching Aqidah and Akhlak at the Madrasah Tsanawiyah (Islamic Junior High School) level plays a strategic role in shaping students' character, religious attitudes, and personalities (Lukman et al., 2024). However, in practice, this subject often faces the problem of low student interest, characterized by a lack of active participation, boredom during learning, and low enthusiasm for the classroom learning process (Fahrurrozi et al., 2025; Sari et al., 2025). This condition is often caused by the use of learning methods and media that are still conventional, teacher-centered, and not well-adapted to the characteristics of the digital generation.

On the other hand, eighth-grade students are a generation that is very familiar with digital technology and gadgets (Kaynak & Aktan, 2024; Miranda et al., 2023). A mismatch between student characteristics and the applied learning strategies has the potential to create a pedagogical

gap(Kaynak & Aktan, 2024), so that the learning objectives of Akidah Akhlak are not optimally achieved(Gilakjani, 2012). Therefore, innovative learning media are needed that can create an interactive, engaging, and participatory learning atmosphere(Neo & Neo, 2004; Ningsi & Hartono, 2025). Digital-based learning media such as Quizizz offer a learning approach that integrates elements of gamification(Damayanti & Rahmadonna, 2025; Dewi et al., 2022), healthy competition, direct feedback, and engaging visualizations(Yani et al., 2024; Zhang & Crawford, 2024). Theoretically, these characteristics are believed to be able to increase student learning interest (Hidi, 2001). However, in the context of learning Akidah Akhlak, which contains values, attitudes, and affective content, empirical evidence regarding the effectiveness of using Quizizz is still limited(Amanina & Zafi, 2021; Jamil, 2024), especially at the Madrasah Tsanawiyah level.

Furthermore, most previous studies have focused on the use of Quizizz in exact sciences or general subjects, such as mathematics, science, and language(Anggraini & Erviana, 2023; Riski & Nasution, 2025), while empirical studies on religious subjects, particularly Aqidah Akhlak, are still relatively limited. In fact, the characteristics of learning values and morals require a different approach than purely cognitive learning (Muchuweni et al., 2025). Based on these conditions, research on the Quizizz learning media and student learning interest in learning Aqidah Akhlak in grade VIII is important to conduct. This study not only aims to test the effectiveness of digital learning media in increasing student learning interest, but also provides theoretical and practical contributions in developing Aqidah Akhlak learning strategies that are adaptive to technological developments and the characteristics of 21st-century students.

Several previous studies have shown that game-based digital learning media, including Quizizz, have the potential to improve student motivation and learning outcomes. However, these studies are still dominated by research on general and exact subjects, such as mathematics, science, and language, which are oriented towards cognitive achievement. Meanwhile, research specifically examining the use of Quizizz in the context of religious subjects, particularly Aqidah Akhlak, is still relatively limited. In addition to the limitations of the subject context, most previous studies have emphasized learning outcomes, while the aspect of learning interest as an affective prerequisite for learning values and morals has not been studied in depth. Yet, in Aqidah Akhlak learning, learning interest plays a crucial role in the internalization of students' religious values, attitudes, and behaviors.

Furthermore, existing research generally has not specifically focused on the study of the eighth grade of Madrasah Tsanawiyah, which is a transitional phase of students' psychological development towards early adolescence. This age characteristic demands a more interactive and contextual learning approach. As a result, there is still a gap between the potential of digital learning media such as Quizizz and its implementation in Aqidah Akhlak learning, which is oriented towards strengthening students' learning interests. Based on this description, it can be concluded that there is a significant research gap related to the lack of empirical evidence regarding the influence of Quizizz learning media on students' learning interests in Aqidah Akhlak learning in Madrasah Tsanawiyah.

The novelty of this research lies in several key aspects. First, this study examines the use of Quizizz learning media in the context of the Aqidah Akhlak subject, which has been less frequently studied compared to general subjects(Susanti et al., 2024). Thus, this study expands the study of digital media utilization into the realm of values and moral education. Second, this study specifically positions student learning interest as the primary variable, not merely a supporting variable or a derivative of learning outcomes. This focus provides a new perspective that the success of Aqidah Akhlak learning is determined not only by cognitive achievement, but also by students' affective involvement in the learning process. Third, this study was conducted on eighth-grade students of Islamic junior high school, whose developmental characteristics differ from those at other levels of education. Thus, the results of this study are expected to provide a more contextual and relevant empirical picture for the development of Aqidah Akhlak learning at the madrasah level.

Heri Setiaji*¹, Dedy Yansyah ², Catur Wahyuningrum³, Fatimah Marliani⁴

Various studies have shown that game-based digital learning media, such as Quizizz, have the potential to increase student engagement(Munawir & Hasbi, 2021; Zainudin & Zulkiply, 2023). However, empirical studies examining the use of Quizizz in the context of religious subjects, particularly Aqidah Akhlak, are still limited (Afiah et al., 2025; Raju et al., 2021). Furthermore, most previous research has focused on cognitive achievement and learning outcomes, while learning interest, a crucial affective dimension for internalizing values and morals, has not been widely studied, particularly at the eighth grade level of Madrasah Tsanawiyah.

Based on these gaps, this study proposes the use of Quizizz as an innovative pedagogical strategy to enhance students' learning interest in Aqidah Akhlak learning. The novelty of this study lies in its focus on students' affective aspects in the context of values and moral education and its application to eighth-grade students of Islamic Junior High Schools. The results of this study are expected to provide theoretical contributions to the development of technology-based Aqidah Akhlak learning, as well as practical recommendations for teachers in designing more engaging, interactive, and relevant learning to meet students' needs.

METHOD

This study uses a quantitative approach with a quasi-experimental design. The design used is a Nonequivalent Control Group Design, which involves two groups, namely the experimental group and the control group(Anshori et al., 2024). The experimental group was given treatment in the form of Akidah Akhlak learning using Quizizz learning media, while the control group followed learning with conventional methods without the use of Quizizz. This study was conducted at MTs Hidayatul Mubtadi-ien Sobang. The research subjects were grade VIII students consisting of two classes. The determination of the experimental class and the control class was carried out using a purposive sampling technique, taking into account the equality of academic characteristics and the number of students in each class.

The independent variable in this study is the Quizizz learning media, while the dependent variable is students' learning interest in the Aqidah Akhlak subject. Learning interest is measured based on indicators of students' attention, interest, involvement, and feelings of enjoyment in participating in the learning process. Data collection was carried out using a learning interest questionnaire compiled based on learning interest indicators and using a Likert scale. The questionnaire was given to students after the learning treatment was carried out. In addition, supporting data was obtained through observations to determine the implementation of learning and the level of student participation during the learning process.

The validity of the learning interest questionnaire instrument was tested using content validity through expert judgment and empirical validity using product moment correlation. The instrument's reliability was tested using Cronbach's Alpha coefficient to ensure the instrument's internal consistency. The data obtained were analyzed using descriptive and inferential statistics. Descriptive analysis was used to describe the level of students' learning interest, while inferential analysis was used to test the effect of Quizizz learning media on students' learning interest. The prerequisite tests for the analysis included normality and homogeneity tests. Furthermore, the hypothesis was tested using an independent samples t-test with a significance level of 0.05.

The research procedure includes planning, implementation, and evaluation. In the planning stage, the researcher developed learning materials and research instruments. The implementation stage involved implementing Akidah Akhlak learning using Quizizz in the experimental class for several meetings, while the control class used conventional learning. The evaluation stage involved data collection and analysis to determine the effect of using Quizizz as a learning medium on student learning interest.

RESULTS AND DISCUSSION

Result

The results of the descriptive analysis showed that the learning interest of students in the experimental class who participated in the Aqidah Akhlak learning using Quizizz media was in the high category, while the learning interest of students in the control class who participated in conventional learning was in the medium category. This difference was seen in indicators of students' attention, interest, involvement, and feelings of enjoyment during the learning process.

Based on the analysis prerequisite test, the data on students' learning interest in both groups met the assumptions of normality and homogeneity, making it suitable for analysis using parametric statistical tests. The results of the independent samples t-test showed that there was a significant difference between the learning interest of students in the experimental class and the control class. The significance value obtained was less than 0.05, which indicates that the use of Quizizz learning media had a significant effect on students' learning interest in the subject of Aqidah Akhlak.

Thus, the research hypothesis stating that there is an influence of Quizizz learning media on eighth-grade students' learning interest in Aqidah Akhlak learning is accepted. These results confirm that the integration of game-based digital learning media can significantly increase students' learning interest compared to learning without such media.

Discussion

The findings of this study indicate that the Quizizz learning media has a positive effect on students' learning interest in the Aqidah Akhlak lesson. The increase in students' learning interest in the experimental class can be understood as the impact of Quizizz's interactive, competitive, and fun characteristics(Orhan Göksün & Gürsoy, 2019), thus being able to attract students' attention and encourage active involvement in the learning process(Zainuddin et al., 2020). This is in line with the theory of learning interest, which states that students' interest and emotional involvement are important factors in creating meaningful learning experiences.

The results of this study also corroborate previous findings that suggest that the use of gamification-based learning media can increase students' motivation and interest in learning (Kalogiannakis et al., 2021). However, this study broadens the scope of this study by demonstrating that Quizizz is not only effective in general or exact science subjects but is also relevant for application in Aqidah Akhlak learning, which focuses on the formation of values and attitudes. With increased interest in learning, students become more open and responsive to learning materials containing moral and religious content.

Furthermore, the results of this study confirm that the use of digital learning media in Islamic religious education does not conflict with the objectives of value learning, as long as the media is used in a targeted manner and integrated with the learning objectives. Therefore, Quizizz can be seen as an alternative learning medium that is adaptive to the characteristics of eighth-grade students in Islamic Junior High Schools. However, this study still has limitations, including the scope of subjects and duration of treatment, so further research with a broader scope and diverse methodological approaches is needed.

The results of this study contribute to the literature on the use of digital learning media by demonstrating that Quizizz is not only effective in general subjects but also relevant in learning Aqidah Akhlak, which is oriented towards the formation of student values and attitudes. This research complements previous studies by presenting new empirical evidence regarding the influence of Quizizz learning media on student learning interest in the context of Islamic religious education, which has been relatively limited in the literature.

This research makes a significant contribution to the educational literature by expanding the study of the use of gamification-based digital learning media, especially Quizizz, not only in general or exact subjects, but also in the context of Islamic religious education, and emphasizing the role of learning interest as a crucial affective dimension in the internalization of moral and

Heri Setiaji*¹, Dedy Yansyah ², Catur Wahyuningrum³, Fatimah Marliani⁴

religious values of students. The findings of this study strengthen the theory of learning interest and learning gamification by demonstrating the effectiveness of the digital media Quizizz in increasing students' learning interest in Islamic religious education, while providing an empirical basis for policy makers and madrasah managers to integrate learning technology in a targeted manner in learning Akidah Akhlak to improve the quality and relevance of education in the digital era.

This study has methodological limitations because it uses a quasi-experimental design without full subject randomization, so that researchers cannot fully control external variables that have the potential to influence students' learning interests, such as differences in individual characteristics, learning environments, and previous learning experiences, although control efforts have been made through the selection of relatively equal classes and the application of the same learning treatment in terms of material and time allocation. In line with these methodological limitations, further research is recommended to use an experimental design that involves stricter subject randomization, expand the scope of locations and the number of respondents, and combine quantitative and qualitative approaches to be able to provide a more comprehensive picture of the effectiveness of Quizizz learning media in increasing students' learning interests in Akidah Akhlak learning.

CONCLUSION

Based on the research results and discussion, it can be concluded that the use of Quizizz learning media significantly increased eighth-grade students' learning interest in the subject of Aqidah Akhlak. Students who participated in learning using Quizizz showed higher levels of attention, interest, involvement, and feelings of enjoyment compared to students who participated in conventional learning. The findings of this study confirm that gamification-based digital learning media can be an effective alternative learning strategy in the context of Islamic religious education, particularly in the teaching of Aqidah Akhlak, which focuses on the formation of values and attitudes. Theoretically, this research contributes to enriching the literature on the integration of learning technology by positioning learning interest as a crucial affective dimension in the process of internalizing students' moral and religious values. However, this study still has limitations in terms of methodological design, subject coverage, and treatment duration. Therefore, future research is recommended to develop a more rigorous experimental design, involve a wider range of subjects, and integrate a mixed-methods approach to gain a more comprehensive understanding of the use of digital learning media in teaching Aqidah Akhlak.

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*Heri Setiaji*¹, Dedy Yansyah ², Catur Wahyuningrum³, Fatimah Marliani⁴*

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