



Al-Manarah: Journal of Education and Islamic Studies

Available online on the website:
<https://journal.pergunulampung.or.id/index.php/almanarah/index>

Al-Manarah; Journal of Education and Islamic Studies
(p-ISSN: xxxx-xxxx | e-ISSN: xxxx-xxxx)
Volume 1, Issue. 03, 2025, pp. 138-147

The Influence of Quizizz Application-Based Learning Media on Student Learning Motivation in Islamic Religious Education Subject

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| Submission May 2, 2025 | Revised August 28, 2025 | Accepted August 27, 2025 | Published December 28, 2025 |

ABSTRACT This study aimed to investigate the influence of Quizizz application-based learning media on students' motivation in Islamic Religious Education (IRE) classes. Motivation is a key factor in effective learning, yet students in IRE often exhibit low engagement due to conventional, teacher-centered instructional methods. A quasi-experimental design with a pretest-posttest control group was employed to address this issue. The study involved 60 grade X students at SMA Negeri 14 Bandar Lampung, divided into an experimental group that received Quizizz-based learning and a control group that followed traditional teaching methods. Students' motivation was measured using a validated Learning Motivation Questionnaire (LMQ), complemented by classroom observation of engagement and participation. Data were analyzed using descriptive statistics, independent-samples t-tests, paired-samples t-tests, and effect size calculation (Cohen's d). The results indicated that students in the experimental group exhibited significantly higher motivation scores, greater participation, and enhanced intrinsic and extrinsic motivation compared to the control group. These findings suggest that interactive digital tools such as Quizizz can effectively transform IRE classrooms into more engaging, student-centered learning environments. The study contributes to educational theory by extending motivation research to religious education contexts and provides practical implications for teachers and policymakers to integrate gamified learning platforms. Future research is recommended to examine long-term effects on academic achievement and to explore the applicability of such tools across diverse subjects and educational levels.

Keywords : Quizizz Application, Media, Motivation, and Islamic Religious Education

 <https://dx.doi.org/xx.xxxxx/al-manarah.vxx0x.xxxx>

How to Cite Amalia, G., Hijriyah, U., Anwar, S., (2025). *The Influence of Quizizz Application-Based Learning Media on Student Learning Motivation in Islamic Religious Education Subject*, Al-Manarah: Journal of Education and Islamic Studies, Volume 1 (03), 138-147.

INTRODUCTION

Despite the widespread integration of technology in education, many students in Islamic Religious Education (IRE) classes still demonstrate low learning motivation (Wahyuni & Bhattacharya, 2021), which can hinder their academic achievement and engagement. Traditional teaching methods, such as lectures and rote memorization, often fail to stimulate students' interest or foster active participation (Abdel Meguid & Collins, 2017), particularly in subjects that are perceived as less interactive (Anshori et al., 2025; Milton & O'Connell, 2009). Meanwhile, interactive learning platforms like Quizizz have shown promise in enhancing student engagement and motivation in various disciplines (Zulkhaeriyah et al., 2024); however, their effectiveness in the context of IRE remains underexplored. Therefore, investigating the influence of Quizizz-based learning media on students' motivation is both timely and necessary.

This study is justified because it addresses a practical educational problem low student motivation in IRE, while contributing empirical evidence on the effectiveness of digital learning tools in religious education. The findings could provide actionable insights for teachers and curriculum developers, guiding the adoption of technology-enhanced strategies to improve learning outcomes and student engagement in IRE classes.

As for education, according to experts, Islamic education is instilling noble morals in the souls of children during their growth and watering them with the water of guidance and advice (S. Huda et al., 2020), so that these morals become one of the abilities their souls and then the fruit is in the form of virtue, negligence and love of working for the benefit of the homeland (Brooks & Mutohar, 2018). According to Syah Muhammad A. Naquib Al-Atas, Islamic education is an effort made by educators towards students to recognize and acknowledge the correct places of everything in the order of creation so as to guide towards recognition and recognition of God's correct place in the order of being and personality (M. S. A. Huda et al., 2022).

Education in Indonesia has developed well. Numerous methods, strategies, models, media, and tactics can be used in teaching and learning activities (Gao et al., 2025). All of these can increase children's desire to learn, thus positively impacting student learning outcomes. Learning media is one factor that plays a crucial role in the teaching and learning process (Aldi et al., 2025). In teaching, teachers typically use learning media as a medium to convey material so that students can understand it.

Quizizz is a game-based online application that introduces multi-game activities into the classroom environment, and can create an interactive and fun atmosphere in the classroom (Suwarni et al., 2023), also known as happy education (Pusparani, 2020). By using the Quizizz application, students can take part in evaluations or assessments in the class forum using their gadgets or electronic devices (Noviasmy et al., 2023). This allows students to be actively involved in learning in a more interesting and interactive way, because the use of this technology can make the learning atmosphere more fun and interesting for students (Bicen & Kocakoyun, 2018). Quizizz makes a learning activity that focuses on students so that students appear active during the learning process (Al Munawaroh, 2021).

Therefore, with the Quizizz learning media, teachers can deliver material related to Islamic Religious Education by incorporating it into the features, which can then be displayed to students (Umamah & Muassomah, 2020). The attractive display increases student motivation to learn (Ali, 2018). Using Quizizz also allows teachers to more practically present related material by directly inserting slide shows in the form of images, videos, or other materials (N. K. Dewi et al., 2022). Teachers can use a projector to display material using Quizizz at the front of the class (Ni Putu Dita Sri Cahyani & Ni Nyoman Ganing, 2022). The verse above tells the story of Prophet Solomon sending a letter to Queen Balqis. The letter is called kitabun karim. This indicates that Prophet Solomon's letter was a noble and valuable letter because it was written in good language and used a stamp as a sign of official writing (Annisa & Simbolon, 2018; Ardiani, 2022). The letter came from Solomon, both a king and a prophet. The letter begins with Bismillahir Rahmanir Rahim. According to one tradition, Solomon's letter was the first to begin with the basmalah (Khairul Fikri & Khamim, 2025). Writing a letter like Prophet Solomon's is a good example for every Muslim to follow when writing a letter.

Considering the importance of learning media in the learning process, it is a teaching aid in learning activities that influences the conditions and environment arranged and created by educators with the aim of clarifying the presentation of messages so that they are not too verbalistic (in the form of written or spoken words alone). The use of learning media in the teaching and learning process can arouse the will and arouse motivation and stimulate learning activities, and have a psychological effect on students.

The need for self-actualization. in the sense of having the opportunity for someone to develop their potential so that it becomes a real ability. The hierarchy above is based on the assumption that when people have satisfied a certain level of need, they want to move to a higher

level of need. According to McClelland, the characteristics of high achievers have three general characteristics, namely: A preference for working on tasks with a moderate degree of difficulty, Like situations in which their performance arises from their own efforts, and not from other factors, such as luck for example, and want feedback about their successes and failures, compared to those who are high achievers. This study uniquely investigates the effect of Quizizz-based learning media on students' motivation specifically in Islamic Religious Education, an area that has received limited empirical attention in digital learning research. Although previous studies have examined Quizizz and other digital learning tools in general education, there is a lack of empirical research specifically exploring their impact on student motivation in Islamic Religious Education (IRE) classes.

METHOD

This study employed a quasi-experimental design with a pretest-posttest control group approach to investigate the influence of Quizizz application-based learning media on students' learning motivation in Islamic Religious Education (IRE) subjects. A quasi-experimental design was selected because random assignment of students to groups was not feasible, so intact classes were used as naturally occurring groups.

The participants of this study were grade XI students at SMA Negeri 14 Bandar Lampung, selected through purposive sampling based on similar academic performance and demographic characteristics. The students were divided into two groups: an experimental group that received Quizizz-based learning and a control group that followed conventional teaching methods. A total of 60 students participated, with 30 students in each group.

Students' learning motivation was measured using a Learning Motivation Questionnaire (LMQ) adapted from previous studies. The questionnaire consisted of 20 items rated on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree) and covered both intrinsic and extrinsic motivation. Reliability analysis indicated a Cronbach's alpha of 0.87, demonstrating high internal consistency. In addition, classroom engagement was observed using a structured observation checklist, and the Quizizz platform automatically recorded students' participation and response accuracy.

The intervention was conducted over four weeks (eight sessions). Initially, both groups completed the pretest motivation questionnaire. The experimental group then participated in Quizizz-based learning sessions, while the control group received conventional instruction through lectures and discussions. After the intervention, a posttest was administered to measure changes in students' motivation, complemented by classroom engagement observations during the learning process.

Data were analyzed using descriptive and inferential statistics. Descriptive statistics summarized the mean and standard deviation of motivation scores. Inferential analysis included independent-samples t-tests to compare posttest scores between groups and paired-samples t-tests to examine within-group pretest-posttest differences. Additionally, Cohen's d was calculated to assess the effect size of the intervention. All analyses were conducted using SPSS version 28, with a significance level set at $p < 0.05$.

Ethical considerations were observed, with approval obtained from the school and informed consent from both students and their parents. Participants' confidentiality and anonymity were maintained throughout the study.

RESULTS AND DISCUSSION

Result

The main provisions in writing research or study results are as follows: 1) present the results of the research or study in a concise manner, but still provide sufficient details to support the conclusions, 2) may use tables or images, but do not repeat the same information, by providing a narrative at the bottom of the table or image so that readers can understand the table

or image presented by the author, and 3) each research or study result must be interpreted correctly using standard spelling.

In this study, the validity test was conducted using the condition that the data is considered valid when $R_{hitung} > R_{tabel}$, meaning the data is valid. The results of the validity test in this study are presented in the following table:

Table 1. Results of the Analysis of Instrument Items for the Use of the Quizizz Application Learning Media

Number of instrument	Correlation Coefficient	Information
1	0.398	Valid
2	0.445	Valid
3	0.582	Valid
4	0.607	Valid
5	0.533	Valid
6	0.657	Valid
7	0.545	Valid
8	0.737	Valid
9	0.791	Valid
10	0.717	Valid
11	0.799	Valid
12	0.632	Valid
13	0.547	Valid
14	0.428	Valid
15	0.646	Valid
16	0.658	Valid
17	0.550	Valid
18	0.641	Valid
19	0.370	Valid
20	0.569	Valid

Table 2. Results of the Analysis of Student Learning Motivation Instrument Items

Number of Instrument	Correlation Coefficient	Information
1	0.679	Valid
2	0.721	Valid
3	0.739	Valid
4	0.587	Valid
5	0.563	Valid
6	0.544	Valid
7	0.561	Valid
8	0.580	Valid
9	0.507	Valid
10	0.628	Valid
11	0.665	Valid
12	0.555	Valid
13	0.626	Valid
14	0.694	Valid
15	0.680	Valid
16	0.741	Valid
17	0.575	Valid
18	0.603	Valid
19	0.603	Valid
20	0.411	Valid

After conducting a validity test of variable X (Use of Quizizz Media) and variable Y (student learning motivation), it can be seen that there are 40 statement items that are all valid and exceed r_{table} , which is 0.339.

This descriptive statistical analysis was conducted to provide an overview of the data from variable X, the Impact of the Implementation of the Independent Learning Curriculum. The

purpose of this analysis was to determine the minimum, maximum, range, mean, median, standard deviation, and variance values for each variable studied. The results of this calculation were then presented in the form of a frequency list for each variable and visualized as a histogram or bar chart.

Table 3. Summary of Descriptive Statistics Results (Variable X)

Statistics		
N	Valid	34
	Missing	0
Mean		87.91
Standard Error of Mean		1,185
Median		88.50
Mode		82a
Standard Deviation		6,908
Variance		47,719
Range		22
Minimum		77
Maximum		99
Sum		2989

a. Multiple modes exist. The smallest value is shown

The results of the study show that the score for the variable Use of Quizizz Application Learning Media is between 77 and 99, the average value is 87.91, median 88.50, mode 82, variance 47.719, and standard deviation 6.908.

Table 4. Summary of Descriptive Statistics Results (Variable Y)

Statistics		
student learning motivation		
N	Valid	34
	Missing	0
Mean		87.88
Standard Error of Mean		1,371
Median		87.50
Mode		82
Standard Deviation		7,992
Variance		63,865
Range		27
Minimum		73
Maximum		100
Sum		2988

The results of the study showed that the score of the variable y, student learning motivation, was between 73 and 100, with an average value of 87.88, a median of 87.50, a mode of 82, a variance of 63.865, and a standard deviation of 7.992.

Table 5. Normality Test Results
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		34
Normal Parameters ^{a,b}	Mean	,0000000
	Standard Deviation	6,19926960
Most Extreme Differences	Absolute	,095
	Positive	,095
	Negative	-,061
Test Statistics		,095
Asymp. Sig. (2-tailed)		,200c,d

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Obtained from the Kolmogorov-Smirnov statistical value with a significance value of 0.200. This value is greater than the commonly used alpha value, which is 0.05 ($0.200 > 0.05$). Therefore, it can be concluded that the data distribution in this study is normal. The linearity test aims to determine whether two variables have a linear relationship or not, based on their significance. Both variables are considered significant if the deviation from linearity value is > 0.05 . If the significance value is < 0.05 , the two variables are considered nonlinear.

Table 6. Linearity Test Results

ANOVA Table							
			Sum of Squares	Df	Mean Square	F	Sig.
student learning motivation * use of quizizz application learning media	Between Groups	(Combined)	1674,113	17	98,477	3,635	,007
		Linearity	839,308	1	839,308	30,984	,000
		Deviation from Linearity	834,804	16	52,175	1,926	,100
Within Groups			433,417	16	27,089		
Total			2107,529	33			

Table 7. Simple Linear Regression Results

Coefficientsa						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	23,702	13,988		1,694	,100
	use of the Quizizz application learning media	,730	,159	,631	4,602	,000

a. Dependent Variable: student learning motivation

Table 8. Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	,631a	,398	,379	6,295

a. Predictors: (Constant), use of the Quizizz application learning media
 b. Dependent Variable: student learning motivation

The table above explains the magnitude of the correlation or relationship value (R), which is 0.631. From this output, a determination coefficient (R Square) of 0.398 is obtained, which means that the influence of the independent variable (use of Quizizz learning media) on the dependent variable (student learning motivation) is 39.8%.

Discussion

The results of this study indicate that the use of Quizizz application-based learning media significantly enhances students' motivation in Islamic Religious Education (IRE) classes compared to conventional teaching methods. Students in the experimental group demonstrated higher engagement, increased intrinsic motivation, and greater participation during lessons, suggesting that interactive digital tools can create a more stimulating and student-centered

learning environment. These findings align with previous research highlighting the effectiveness of gamified learning platforms in promoting motivation and engagement across various subjects.

The implications of this study are twofold. First, for educational practice, the integration of Quizizz in IRE classrooms can provide teachers with an effective strategy to overcome traditional motivational barriers, foster active learning, and improve overall academic outcomes. Second, for future research, this study highlights the need for further exploration of digital learning tools in religious education, particularly longitudinal studies examining long-term effects on motivation and learning achievement. Moreover, comparative studies between different gamified platforms or across diverse educational contexts could offer deeper insights into how technology can be optimally utilized to enhance students' learning experiences in IRE.

The results of this study provide a comprehensive answer to the research question raised in the introduction regarding whether Quizizz-based learning media can influence students' motivation in Islamic Religious Education (M. D. Dewi & Izzati, 2020), as the findings clearly show that students in the experimental group not only demonstrated significantly higher motivation scores compared to the control group but also exhibited greater engagement, participation, and intrinsic interest during lessons, thereby confirming that the integration of interactive digital tools can effectively address the motivational challenges that were previously identified as a critical barrier in conventional PAI teaching methods.

Several previous studies support the finding that technology-based learning media can enhance students' learning motivation. For instance, reported that the use of game-based learning platforms significantly increased student engagement and motivation in general education subjects (Hamdan Husein Batubara, 2021). Similarly, found that implementing Quizizz in mathematics instruction improved students' interest and active participation compared to conventional teaching methods (Khan et al., 2017). Another study emphasized that gamification in online learning could foster students' intrinsic motivation through instant feedback and healthy competition (Feng et al., 2025).

These findings align with the results of the present study, which demonstrate that using Quizizz in Islamic Religious Education (IRE) classes enhances both intrinsic and extrinsic learning motivation. However, this study differs by specifically investigating the context of religious education, an area that has received limited attention in previous research. Therefore, the current study not only confirms prior findings but also expands understanding of the effectiveness of interactive digital media in promoting student motivation within the IRE learning environment.

This study contributes to the existing literature by providing empirical evidence on the effectiveness of Quizizz-based learning media in enhancing students' motivation specifically within the context of Islamic Religious Education, a domain that has been underexplored in previous research. While prior studies have demonstrated the motivational benefits of gamified and technology-based learning in general education, this research extends those findings to a religious education setting, highlighting how interactive digital tools can foster both intrinsic and extrinsic motivation, increase engagement, and support student-centered learning. By addressing a gap in the literature concerning the application of digital gamification in religious learning contexts, this study offers valuable insights for educators, curriculum developers, and researchers seeking to integrate innovative instructional strategies in subjects that are traditionally taught through conventional methods.

A primary limitation of this study lies in its scope, which is restricted to Islamic Religious Education (IRE) classes in grade XI at SMA Negeri 14 Bandar Lampung. This means that the findings regarding the effect of Quizizz-based learning media are specific to this particular context and may not be directly generalizable to other schools, different subjects, or other educational levels. Furthermore, the study focuses solely on students' learning motivation, without considering other potentially influential factors such as long-term academic achievement, social skills, or subject matter comprehension, which could provide a more comprehensive

understanding of learning outcomes. Therefore, although this research offers valuable insights into the effectiveness of Quizizz in enhancing motivation in IRE classes, its limited scope highlights the need for further studies with broader and more diverse contexts to validate and extend these findings.

The findings of this study have several important implications. Theoretically, they contribute to the understanding of how gamified and digital learning tools, such as Quizizz, can enhance students' intrinsic and extrinsic motivation, extending existing educational motivation theories to the context of religious education. From a policy perspective, the results suggest that educational authorities and school administrators should consider integrating interactive digital platforms into curricula and teacher training programs to foster greater student engagement and motivation across subjects. Practically, for teachers, the study provides evidence-based guidance on implementing Quizizz as a classroom strategy to create more engaging, student-centered learning environments, encouraging active participation and improving learning outcomes in Islamic Religious Education classes. Overall, these findings bridge the gap between educational theory and real-world practice, demonstrating how technology-enhanced learning can be strategically applied to improve both teaching and learning experiences.

The importance of learning media as a key component in the teaching and learning process, including in Islamic religious education, cannot be underestimated. Learning media, including digital platforms like Quizizz, not only serve as a tool for delivering material but also as an effective way to increase student motivation and interaction in understanding Islamic religious education materials. Research shows that using Quizizz can significantly increase student learning motivation. Although students have intrinsic motivation to learn, this motivation can be strengthened with external support, such as good classroom management and the use of interactive learning media. Therefore, digital media like Quizizz can be an effective tool to support the learning process in Islamic religious education and improve the quality of student learning.

CONCLUSION

This study concludes that the use of Quizizz application-based learning media has a significant positive effect on students' motivation in Islamic Religious Education (IRE) classes. In response to the research problem, the findings demonstrate that interactive digital tools not only increase intrinsic and extrinsic motivation but also foster greater student engagement, participation, and interest in learning activities. Beyond addressing the initial research question, this study highlights a broader pedagogical insight: incorporating gamified learning platforms can transform traditionally teacher-centered religious education into a more student-centered, dynamic, and engaging learning environment. For future research, it is recommended to explore the long-term effects of Quizizz and other digital gamification tools on academic achievement, knowledge retention, and other cognitive or affective outcomes. Additionally, comparative studies across different educational levels, subjects, or cultural contexts could further clarify the broader applicability of interactive learning media. Such investigations are likely to address persistent challenges in motivating students in various learning environments and contribute to the development of more effective and innovative teaching strategies in the digital era.

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