

Analysis of Student Perceptions in the Islamic History and Culture Study Program at Sunan Kalijaga State Islamic University Yogyakarta on the Use of Quizizz as a Medium for Arabic Language Learning Evaluation

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Abstract

This study aims to analyze the perceptions of students in the Islamic History and Culture Study Program at Sunan Kalijaga State Islamic University Yogyakarta regarding the use of Quizizz as an evaluation medium in Arabic language learning. The study focuses on three main aspects: students' satisfaction, motivation, and knowledge. A qualitative approach with descriptive analysis was employed. Data were collected through observation, documentation, and an online questionnaire distributed via Google Forms. The research population consisted of 31 second-semester students enrolled in the Arabic Language course. The questionnaire instrument was measured using a four-point Likert scale (strongly disagree, disagree, agree, strongly agree) to obtain quantifiable data. The results indicate that the majority of students responded positively to the use of Quizizz as an evaluation tool. This positive response was influenced by the ease of use, appealing interface design, transparency in displaying scores, and the platform's ability to help students recall and understand the learning material. In addition, the use of Quizizz created a more interactive and enjoyable learning atmosphere, encouraging students to learn more actively and strive for better scores. These findings confirm that integrating interactive digital media such as Quizizz can serve as an effective and innovative evaluation strategy, while also opening opportunities for the development of technology-based learning methods in Arabic language courses.

Keywords: *Student Perception; Quizizz; Arabic Language Learning Evaluation*

A. INTRODUCTION

The use of information and communication technology (ICT) today is almost inseparable from human life. The rapid development of smartphones, which have reached all levels of society from children to adults has brought significant impacts across various fields,

including education (Anjarwani et al., 2022). Smartphones are no longer merely tools for communication; they have also become effective and flexible learning media (Amri & Shobri, 2020). Advancements in ICT have driven major changes in learning processes and teaching methods, requiring educators, particularly university lecturers, to effectively integrate technology into their teaching activities. The integration of ICT into education has become an essential need in today's digital era, as it enables learning to become more engaging, interactive, and easily accessible to students (Akbar & Noviani, 2019).

One form of this integration is the use of digital learning media. Such media can help lecturers deliver instructional content, facilitate interaction, and carry out learning assessments more effectively (Ervan & Ratu, 2017). One rapidly growing approach is *Game-Based Learning* (GBL), a learning model that combines instructional material with game elements. This approach not only makes the learning process more enjoyable but also increases active student participation. In an engaging learning environment, students are better able to understand the material, strengthen memory retention, and develop critical-thinking skills (Mukhammad Nur Muzakka et al., 2025).

Quizizz is one of the most widely used game-based learning platforms in education, both at the school and university levels. The platform integrates assessment with interactive quizzes that can be accessed via computers or smartphones (Putri Silvia et al., 2024). Its flexibility allows students to complete quizzes anytime within the timeframe set by lecturers, whether during class sessions or independently outside class (Supriadi et al., 2021). In addition, Quizizz provides real-time monitoring features that enable lecturers to easily measure student competency achievement (Rinonce & Karimah, 2025).

Previous studies have shown that utilizing Quizizz in the learning process provides numerous significant benefits. Several studies have found that this platform can increase learning motivation due to its competitive yet enjoyable atmosphere (Apriliana et al., 2024; Noor, 2020; Fitriyani, 2022). Moreover, Quizizz has been found to enhance memory retention, train critical-thinking skills, and create a more engaging learning experience compared to conventional written tests. In other words, Quizizz functions not only as an assessment tool but also as a learning medium that encourages students to be more active and independent learners (Ilyas et al., 2025).

However, the effectiveness of Quizizz cannot be evaluated solely from a technical or theoretical perspective. It must also be assessed from the viewpoint of students as the direct users. Student perceptions are an important indicator to determine the extent to which this medium supports learning success, particularly in Arabic language courses within the Islamic History and Culture (SKI) Study Program at Sunan Kalijaga State Islamic University Yogyakarta. Positive perceptions indicate that Quizizz is an appropriate assessment tool, while negative perceptions provide valuable input for improving future implementation.

Based on this background, this study focuses on analyzing the perceptions of second-semester students of the Islamic History and Culture (SKI) Study Program at Sunan Kalijaga State Islamic University Yogyakarta regarding the use of Quizizz as an evaluation medium for Arabic language learning. The research focuses on three main aspects: (1) student satisfaction with using Quizizz in the Arabic learning process; (2) the platform's ability to enhance student motivation and promote more active engagement with course material; and (3) the

contribution of Quizizz in strengthening knowledge retention, memory, and critical-thinking skills related to the material delivered by lecturers.

Through this study, it is expected to obtain a clear picture of how far Quizizz can support Arabic language learning assessment at the university level. The findings are also expected to provide recommendations for lecturers and curriculum developers to optimize the use of game-based learning media, thereby improving the quality of Arabic language education in accordance with contemporary demands.

B. THEORETICAL FOUNDATION

Based on the aforementioned issues, it is important to conduct a literature review to avoid repetition of discussions or duplication of research. The literature review serves as both a theoretical foundation and a basic framework to determine the position of the current study in comparison with previous research.

Through a review of the literature, several studies relevant to the topic “*Analysis of Student Perceptions in the Islamic History and Culture Study Program at Sunan Kalijaga State Islamic University Yogyakarta on the Use of Quizizz as a Medium for Arabic Language Learning Evaluation*” were identified. These studies discuss the effectiveness of technology-based learning media, particularly interactive platforms such as Quizizz, as well as students’ perceptions of its implementation. Some of the relevant studies include:

A study by Khoirunnisaa Sholihah Luthfi Alya, Wasith Achadi, and Muhammad Ja’far Luthfi, published in a journal article entitled “Students’ Perceptions of Quizizz as an Evaluation Tool for Course Material in Research Methodology”(Alya et al., 2024), explains that the use of Quizizz as an evaluation platform can enhance students’ motivation, interactivity, and understanding of course content. This study emphasizes students’ assessment of the effectiveness of Quizizz as an evaluation medium in the context of a research methodology course. The difference lies in the focus: while their research examines students’ general perceptions of Quizizz as an evaluation tool in a research methodology course, the present study analyzes the perceptions of students in the Islamic History and Culture (SKI) Study Program at Sunan Kalijaga State Islamic University Yogyakarta regarding the use of Quizizz as an assessment tool in Arabic language learning. Thus, the present study specifically situates its focus within Arabic language learning, taking into account the particular needs and characteristics of SKI students.

A study published in a journal article by Annisa Elita Rahmawati, Zulhannan, Umi Hijriyyah, Erlina, and Koderi, entitled “Development of an Evaluation Tool Based on the Quizizz Application for Arabic Language Learning in Islamic Junior High Schools (MTs)”(Rahmawati et al., 2023) focuses on the creation and testing of an Arabic language learning assessment instrument using the Quizizz platform. This study emphasizes the research and development (R&D) process to produce an evaluation tool that is valid, practical, and effective for teachers in measuring students’ learning outcomes at the Madrasah Tsanawiyah (MTs) level. The findings indicate that Quizizz can enhance student engagement and motivation while helping teachers assess learning quickly and efficiently. The distinction lies in orientation: that study is product-development oriented, aiming to create and validate an evaluation tool for secondary-level education (MTs), whereas the present research centers on the perceptions of students in the Islamic History and Culture (SKI) Study Program at

Sunan Kalijaga State Islamic University Yogyakarta regarding the use of Quizizz in Arabic language learning. Thus, the present study does not merely assess the technical feasibility of the platform but also analyzes students' experiences, responses, and acceptance levels as direct users, offering a different perspective from prior studies.

Another study by Lokot Halimah and Zulheddi, entitled "Utilization of the Quizizz Application as a Digital-Based Learning Medium for Arabic Language Learning at MAN 1 Mandailing Natal"(Halimat & Zulheddi, 2023) focuses on the use of Quizizz as a teaching medium to improve student interest and learning outcomes. This research highlights how teachers can integrate Quizizz into Arabic language learning at the Madrasah Aliyah (senior high school equivalent) level through direct classroom implementation and evaluates its positive impact on student engagement and comprehension. The difference from the present study is clear: their research emphasizes classroom implementation and measurable impact at the high school level, while this study focuses on the perceptions of students in the Islamic History and Culture (SKI) Study Program at Sunan Kalijaga State Islamic University Yogyakarta regarding the Quizizz platform in Arabic language learning. In other words, this study does not evaluate student learning outcomes at the madrasa level or the success of media implementation, but rather analyzes the experiences and viewpoints of university students prospective teachers regarding the use of digital learning platforms.

This literature review not only strengthens the theoretical foundation of the research but also maps out research gaps that have not been extensively explored. Through a critical examination of prior studies, this research gains an overview of the development of technology-based evaluation media, along with its strengths and limitations in the context of Arabic language learning. Based on the review, this study has a clear distinction from previous research in terms of subject matter, location, objectives, and focus. Therefore, the study is significant to investigate in depth, particularly in uncovering the perceptions of students in the Islamic History and Culture (SKI) Study Program at Sunan Kalijaga State Islamic University Yogyakarta regarding the use of Quizizz as an assessment tool in Arabic language learning. The findings are expected to underscore the urgency of this research while providing more relevant and contextual recommendations for the development of digital learning media and evaluation strategies suited to the demands of higher education in the digital transformation era.

C. METHOD

This study employs a qualitative approach with a descriptive analysis technique aimed at examining students' perceptions of the digital platform Quizizz as an evaluation tool in Arabic language learning. The data were collected through a questionnaire containing several questions relevant to the research topic. The research subjects were second-semester students of the Islamic Cultural History (SKI) Study Program at UIN Sunan Kalijaga Yogyakarta who were enrolled in the Arabic Language course. A total of 31 students participated in the study, consisting of 13 males and 18 females.

The data were gathered through observation, documentation, and an online questionnaire distributed via Google Forms through the WhatsApp application, after the students had used Quizizz as an evaluation tool in the Arabic language learning process. The questionnaire consisted of 15 statement items, employing a four-point Likert scale: (Taluke et

al., 2019) 1 representing “strongly disagree” (STS), 2 representing “disagree” (TS), 3 representing “agree” (S), and 4 representing “strongly agree” (SS).

The data processing involved three stages: reduction, presentation, and conclusion drawing (Aliyah & Hidayanti, 2024). In the reduction stage, the collected data were selected and categorized, while irrelevant information was removed. Data presentation was carried out by summarizing the findings systematically to make the patterns and trends of student responses more apparent. The final stage involved drawing conclusions based on the main findings, particularly concerning how students responded to the use of Quizizz as an evaluation tool in Arabic language learning.

In general, the research procedure comprised the following steps: (1) developing the instruments and collecting data through observation, questionnaires, and documentation; (2) processing the data through selection and categorization; (3) presenting the data; and (4) drawing conclusions.

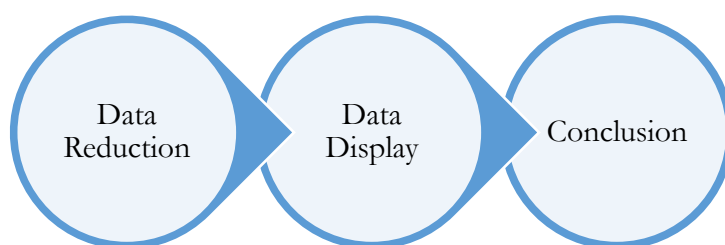


Figure 1. Research Steps

D. RESULTS AND DISCUSSION

1. *Quizizz as a Learning Evaluation Medium*

The rapid development of information technology has driven the emergence of innovative, effective, and efficient digital learning media, including in the context of higher education. One of the most widely utilized tools by lecturers and students is educational game-based digital media such as Quizizz, which functions not only as a medium for delivering content but also as a means of evaluating learning (Supartini & Susanti, 2021). In the context of classroom instruction, Quizizz enables students to assess their own understanding in an independent and interactive manner while studying specific topics, while also fostering a more enjoyable learning atmosphere without compromising the depth of the material (Mulyati & Evendi, 2020).

Quizizz is an online platform that is both flexible and easy to use, provided there is adequate internet access. This digital medium enables lecturers to administer assessments through interactive quizzes presented in a game-like format, encouraging students to think quickly and accurately since each question has a set time limit. In addition, responses can be monitored in real time through color-coded indicators and graphical displays, making the evaluation process more transparent and efficient (Pusparani, 2020). Additional features, such as the ability to assign homework or choose from various game modes, further enrich the

students' learning experience and enhance their motivation to engage in lectures (Dian nur hikmah & Fadhila Herniyanti, 2025).

Overall, the use of Quizizz as an evaluation tool in higher education has proven effective in reducing student fatigue, encouraging active participation, and helping students achieve more optimal learning outcomes. Its engaging interface and competitive nature stimulate enthusiasm for learning while simultaneously fostering critical thinking skills and time management. With these characteristics, Quizizz represents an important innovation for integrating digital technology into the lecture process, enabling learning objectives to be achieved more concretely, consistently, and in line with the demands of the digital era.

2. *Steps for Creating an Account and Using Quizizz*

The use of Quizizz as an evaluation tool is relatively simple. The first step is to prepare the evaluation instrument in the form of questions and answers. After that, an account can be created through the website www.quizizz.com or by downloading the application from the Play Store or other official sources. The following is a guide to creating a Quizizz account:

1. Download Quizizz from the Play Store or open www.quizizz.com.
2. If you do not have an account, select Sign Up to register.
3. Follow the registration instructions until completion.
4. Once the account is active, log in by clicking Log In.
5. Enter the email address and password used during registration.
6. Select the type of quiz desired. To create your own quiz, click Create My Quiz.

Steps for Operating Quizizz

1. Access Quizizz via www.quizizz.com or the application from the Play Store.
2. Click Log In to enter the platform.
3. Select the Teacher option if you are an instructor.
4. Complete your profile information (username, email, and password).
5. After successfully logging in, select Create a Quiz to start building a quiz.
6. After entering the initial data, the Let's Create a Quiz screen will appear.
7. Enter the quiz title, for example: "*Arabic Language Evaluation*", then click Save.
8. Click Create New Question to add a question.
9. Write the question in the "Write Question Here" field and add answer options in "Answer Option 1, Answer Option 2," and so on.
10. Mark the correct answer by ticking the appropriate option.
11. Set the time limit for each question.
12. Click Save to store each question.
13. Once all questions are completed, click Finish Quiz.
14. Configure the quiz details (e.g., assign it to a specific class), then click Save Details.
15. Choose the quiz mode:
 - Homework if it is to be assigned as an individual task.
 - Play Live if it is to be conducted interactively in class.
16. Set the completion deadline by specifying the date and time, then click Proceed.
17. The system will display a quiz code that participants can use to join.
18. For further management, visit <http://quizizz.com/admin/>.

By following the steps above, Quizizz can be utilized optimally as an engaging and user-friendly evaluation tool.

3. *Analysis of SKI Students' Perceptions of Using Quizizz as an Evaluation Tool in Arabic Language Learning*

In implementing Quizizz as a learning evaluation tool, the researcher first carried out a preparation stage to ensure smooth research procedures. The primary focus of this preparation involved designing the Quizizz quiz model to be used in the learning process and selecting instructional materials taken from the Arabic language textbook *al-'Arabiyyah lughatu al-Qur'ān*. The selected materials were aligned with the topics predetermined by the lecturers of the Islamic History and Culture (SKI) Study Program at Sunan Kalijaga State Islamic University Yogyakarta.

All expected Arabic language competency achievements at the end of the course were embedded in the form of questions in the online quiz. Prior to this stage, students had already received the learning materials through online lectures delivered by the course instructor. Once the quiz questions were finalized, the lecturer shared the link or access code with the students to complete the quiz within the allocated time.

Figures 2 and 3 present examples of the quiz link, access code, and the leaderboard display of students' quiz results. Participants' scores were automatically generated once the quiz was completed, allowing the lecturer to easily identify who achieved the highest and lowest scores without manually checking individual student responses.

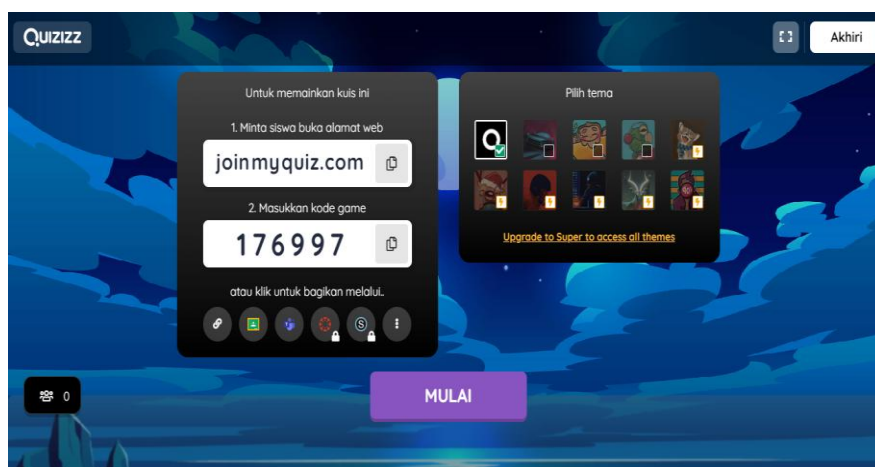


Figure 2. Quizizz Link and Access Code

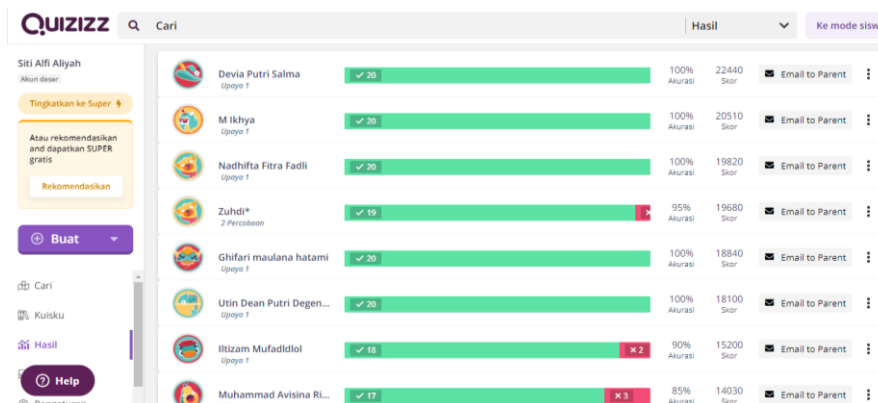


Figure 3. Student Ranking Display

After gaining a detailed understanding of the operational stages of Quizizz as an evaluation tool for Arabic language learning in the Islamic History and Culture (SKI) Study Program at Sunan Kalijaga State Islamic University Yogyakarta, the researcher proceeded to analyze students' perceptions of utilizing this digital medium. This analysis aimed to determine the extent to which students responded to the use of Quizizz as an interactive, technology-based evaluation platform.

The study involved 31 second-semester students enrolled in the Arabic Language course. Based on the demographic distribution, 18 students (58.1%) were female, while 13 students (41.9%) were male. This data indicates a relatively balanced gender composition, allowing for a more representative picture of student perceptions. The following chart illustrates the gender proportions to provide a clearer visual depiction of the participants' distribution:

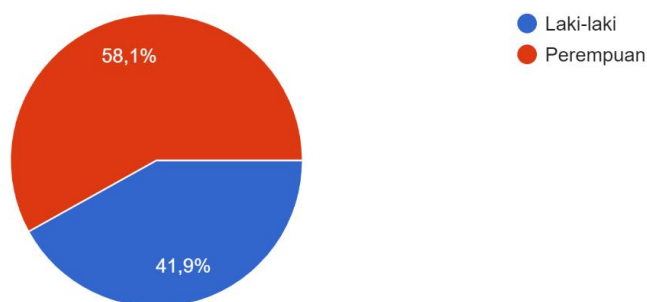


Figure 4. Chart of Student Proportions by Gender

To gain a deeper understanding of students' perceptions regarding the implementation of Quizizz in the evaluation of Arabic language learning, the researcher developed a research instrument in the form of a questionnaire consisting of several systematically designed statements. These statements were grouped into three main aspects: satisfaction, motivation, and knowledge. The satisfaction aspect was used to analyze the extent to which students feel comfortable, supported, and satisfied in using Quizizz as an evaluation tool. The motivation aspect aimed to determine whether the use of Quizizz can increase students' learning enthusiasm, active engagement, and interest in participating in the evaluation process. The

knowledge aspect focused on how effectively Quizizz helps students understand Arabic language material and improve their learning outcomes.

The development of the statements in each aspect was carried out by ensuring alignment between the statements and the intended data collection objectives. To facilitate data analysis, each statement was measured using a Likert scale (strongly agree, agree, disagree, strongly disagree).

To clarify the research findings, the results of the analysis are presented in the form of narrative descriptions and thematic tables summarizing the data on satisfaction, motivation, and knowledge. This presentation provides a comprehensive overview of students' perceptions, particularly those of the Islamic Cultural History (SKI) Study Program at UIN Sunan Kalijaga Yogyakarta, in utilizing Quizizz as an evaluation media.

Table 1. Satisfaction Aspect

Questionnaire Items	STS %	TS %	S %	SS %
Quizizz is highly suitable for use in Arabic language learning evaluation.	0	0	54,8	45,2
Learning becomes more enjoyable when using Quizizz.	0	3,2	41,9	54,8
Quizizz-based learning evaluation is considered effective.	0	9,7	45,2	45,2
I am very enthusiastic about answering questions using Quizizz.	0	0	54,8	45,2
I am motivated to complete Arabic language learning evaluation questions using Quizizz.	0	0	48,4	51,6

Based on the user satisfaction aspect, satisfaction is influenced by several key factors, namely the suitability of the media for users, the quality of interaction, and the quality of technology (Singh et al., 2024). These three factors serve as an important foundation for understanding how students respond to the use of digital media such as Quizizz.

According to Table 1, the majority of participants demonstrated a positive perception of using Quizizz as an evaluation tool in Arabic language learning. This is evident from the students' responses to the statement "*Quizizz is highly suitable for use in evaluating Arabic language learning*", in which 54.8% agreed and 45.2% strongly agreed. Interestingly, none of the students selected the disagree or strongly disagree categories.

These findings indicate that students' satisfaction levels are relatively high when utilizing Quizizz, as the digital platform is perceived as practical, interactive, and aligned with the needs of learning evaluation. This positive perception is further supported by responses to the statement "*learning becomes more enjoyable when using Quizizz*", where 41.9% agreed and 54.8% strongly agreed. This suggests that the integration of Quizizz into Arabic language courses can create a more engaging and less monotonous evaluation experience compared to conventional methods.

Subsequently, the discussion moves to the motivation aspect, which focuses on how the use of Quizizz influences students' enthusiasm and engagement in the Arabic learning process. This analysis is essential to determine whether the utilization of digital media such as Quizizz not only enhances satisfaction but also encourages students to become more active, enthusiastic, and committed in participating in learning evaluations.

Table 2. Motivation Aspect

Questionnaire Items	STS %	TS %	S %	SS %
I am more motivated to work on Arabic language questions when using Quizizz.	0	9,7	48,4	41,9
Using Quizizz increases my motivation to pay close attention to the lesson.	0	0	54,8	45,2
I feel challenged when working on questions through Quizizz.	0	6,5	38,7	54,8
I put forth my best effort when working on Arabic language questions using Quizizz.	0	3,2	35,5	61,7
Quizizz increases my interest in learning.	0	0	58,1	41,9

Based on Table 2, it can be seen that most participants provided positive responses regarding the influence of using Quizizz on their learning motivation. For the statement *"I am more motivated to work on Arabic questions when using Quizizz,"* 48.4% of students agreed and 41.9% strongly agreed. Meanwhile, for the statement *"The use of Quizizz increases my motivation to pay closer attention during learning,"* 54.8% agreed and 45.2% strongly agreed. No negative responses were found for either item, indicating that students' overall level of motivation is relatively high.

This high level of motivation cannot be separated from the interactive and flexible characteristics of the Quizizz interface. The feature that automatically displays participants' scores serves as an additional attraction, as students are encouraged to complete the questions more seriously in order to achieve the best ranking. The competitive aspect offered by Quizizz also creates a more dynamic learning atmosphere, making students feel more enthusiastic and actively engaged in the evaluation process.

This finding is supported by studies in educational psychology (Adari et al., 2025), which state that digital technology can enhance motivation to create effective and sustainable digital learning, as it provides challenging learning experiences.

The discussion then moves to the knowledge aspect, which examines students' perceptions regarding the contribution of Quizizz in improving their understanding of Arabic language material. The research data for this aspect are presented in table form for each statement item, providing a clearer picture of the effectiveness of Quizizz as a tool for enhancing students' knowledge competence.

Table 3. Knowledge Aspect

Questionnaire Items	STS %	TS %	S %	SS %
Quizizz fosters my curiosity to find the correct answers when I make mistakes.	0	0	41,9	58,1
Using Quizizz for learning evaluations increases my attentiveness in studying Arabic.	0	3,2	41,9	54,8
The use of Quizizz as an evaluation tool helps me recall lecture material that has been previously studied.	0	6,5	48,4	45,2
Evaluations using Quizizz help me sharpen my critical thinking skills.	0	6,5	48,4	45,2
Quizizz-based learning evaluations enhance my competitive spirit to engage in healthy competition with peers.	0	3,2	51,6	45,2

Based on Table 3, 48.4% of students agreed and 45.2% strongly agreed that the use of Quizizz helps them recall previously learned course material. This finding indicates that Quizizz functions not only as an evaluation tool but also as a medium that strengthens students' memory retention and understanding of the content.

In addition, the use of Quizizz in learning evaluation encourages students to think critically, as they need to understand each question carefully and choose the correct answer within a limited time. Overall, the majority of students responded positively to the use of Quizizz as an evaluation medium at the end of each learning session. The speed and accuracy of responses also influence the scores obtained. At the end of the quiz, participants' scores are displayed automatically, including the highest ranking. This creates a healthy competitive atmosphere that motivates students to study harder in order to achieve better scores. Thus, Quizizz not only increases active student engagement during evaluation but also promotes stronger knowledge retention and higher learning enthusiasm.

This is supported by previous research findings (Janković et al., 2024), which state that Quizizz, as a gamification-based evaluation platform, not only assists in recall but also supports deeper conceptual understanding. This means that the use of Quizizz contributes not only to memorization but also to the development of more meaningful conceptual comprehension.

Data from the three aspects indicate that the use of interactive digital media such as Quizizz affects not only students' satisfaction, motivation, and knowledge but also opens opportunities for examining the long-term impact on learning practices. These findings have the potential to strengthen the development of technology-based learning strategies and facilitate the emergence of more adaptive, innovative, and contextually relevant evaluation models.

E. CONCLUSION

The use of Quizizz as an evaluation tool in Arabic language learning demonstrates high effectiveness in supporting the teaching and learning process. This digital platform functions not only as an educational game but also provides features that assist lecturers in designing, administering, and assessing quizzes or daily tests systematically and efficiently. Based on the alignment between technology-based learning theories and empirical data, second-semester students of the Islamic Cultural History Study Program at UIN Sunan Kalijaga Yogyakarta responded positively to the use of Quizizz. The main contributing factors include its ease of use, engaging interface, and transparent, instant scoring system. These conditions increase students' motivation to learn more actively and strive to achieve better scores. The findings of this study offer important implications for lecturers in designing more interactive and adaptive evaluation strategies. Moreover, they open opportunities for further research to explore the integration of Quizizz with collaborative learning methods or the development of more holistic technology-based evaluation models.

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