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Using Quizizz for Islamic Religious Education Learning Evaluation at MIN 4 Rejang Lebong: A Qualitative Case Study

Pemanfaatan Quizizz dalam Evaluasi Pembelajaran Pendidikan Agama Islam di MIN 4 Rejang Lebong: Studi Kasus Kualitatif

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Abstract

Learning evaluation is essential for measuring the effectiveness of Islamic Religious Education (PAI), yet evaluation in madrasahs still relies largely on paper-based methods, which do little to foster student engagement and motivation. Previous research on Quizizz has mostly applied quantitative approaches to general subjects, while studies of its use in PAI evaluation at the Madrasah Ibtidaiyah level remain limited. This study examines teachers' considerations in selecting Quizizz, its implementation in PAI learning evaluation, and its impact at MIN 4 Rejang Lebong. A qualitative case study was conducted with four PAI teachers, the vice principal for curriculum, and one student, selected through purposive sampling. Data were gathered through semi-structured interviews, non-participant observation, and document analysis, and were validated through source triangulation. Based on the informants' perceptions, Quizizz fostered students' motivation, concentration, engagement, and confidence and helped teachers manage assessments more efficiently, despite challenges with internet connectivity and limited access to devices. Because Quizizz mainly supports question-based assessment, it is best combined with authentic instruments for the affective and psychomotor aspects of PAI. The findings are limited to one madrasah, a single student informant, and a short research period. This study offers an in-depth qualitative account of Quizizz use in the final evaluation of PAI at the Madrasah Ibtidaiyah level, a context that has rarely been examined.

Keywords: gamification, Islamic Religious Education, learning evaluation, Madrasah Ibtidaiyah, Quizizz

Abstrak

Evaluasi pembelajaran penting untuk mengukur efektivitas Pendidikan Agama Islam (PAI), tetapi pelaksanaan evaluasi di madrasah masih banyak menggunakan metode berbasis kertas yang kurang mendorong keterlibatan dan motivasi siswa. Penelitian sebelumnya tentang Quizizz lebih banyak menggunakan pendekatan kuantitatif pada mata pelajaran umum, sedangkan kajian tentang penerapannya dalam evaluasi PAI pada jenjang Madrasah Ibtidaiyah masih terbatas. Penelitian ini mengkaji pertimbangan guru dalam memilih Quizizz, pelaksanaannya dalam evaluasi pembelajaran PAI, serta dampaknya di MIN 4 Rejang Lebong. Studi kasus kualitatif dilakukan dengan melibatkan empat guru PAI, wakil kepala madrasah bidang kurikulum, dan satu siswa yang dipilih secara purposif. Data dikumpulkan melalui wawancara semi-terstruktur, observasi nonpartisipatif, dan analisis dokumen, kemudian divalidasi melalui triangulasi sumber. Berdasarkan persepsi informan, Quizizz mendorong motivasi, konsentrasi, keterlibatan, dan kepercayaan diri siswa serta membantu guru mengelola penilaian secara lebih efisien, meskipun terdapat kendala koneksi internet dan keterbatasan perangkat. Karena Quizizz terutama

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mendukung penilaian berbasis soal, aplikasi ini sebaiknya dipadukan dengan instrumen autentik untuk aspek afektif dan psikomotorik PAI. Temuan terbatas pada satu madrasah, satu informan siswa, dan periode penelitian yang singkat. Penelitian ini memberikan gambaran kualitatif yang mendalam tentang penggunaan Quizizz dalam evaluasi akhir PAI pada jenjang Madrasah Ibtidaiyah, konteks yang selama ini jarang dikaji.

Kata kunci: evaluasi pembelajaran, gamifikasi, Madrasah Ibtidaiyah, Pendidikan Agama Islam, Quizizz

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Introduction

Learning evaluation is a crucial element of education because it enables teachers to determine the extent to which students have achieved the intended competencies, identify weaknesses, and plan improvements in learning. When used formatively, evaluation does not stop at measuring final outcomes but becomes a continuous, reflective process that supports the improvement of learning quality (Black & Wiliam, 1998). The development of information and communication technology has driven structural and cultural transformations in education (Destriani et al., 2024), including a shift in evaluation from static, linear, paper-based approaches toward dynamic and interactive technology-based systems, such as game-based student response platforms (Wang & Tahir, 2020). The Industrial Revolution 4.0 and the transition to Society 5.0 have pushed education to adapt to the digital mindset of 21st-century students, who grow up in technology-rich environments and digital interaction. Monotonous, one-way evaluation therefore risks causing boredom and low student participation in the assessment process (Destriani, 2022).

One of the game-based digital evaluation platforms that is growing rapidly and is widely used by educators at various levels is Quizizz. Quizizz is an online evaluation application that allows teachers to compile various types of questions, including multiple-choice, true-false, short-answer, and image-based items, and to set the time limit, the level of difficulty, and the random order of questions and answers to minimize cheating (Maraza-Quispe et al., 2024). Its main characteristic lies in the application of gamification elements, such as leaderboards, point systems, personal avatars, and real-time feedback, which allow students to see the results of their answers directly, accompanied by additional explanations from the teacher. Gamification is commonly defined as the use of game design elements in non-game contexts (Deterding et al., 2011).

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This study uses two theoretical lenses to interpret the findings, namely behavioristic theory and constructivist theory, because the gamification features of Quizizz (scores, rankings, and instant feedback) can be examined through both. From a behavioristic perspective (Skinner, 1953), instant feedback in the form of points and rankings serves as positive reinforcement that encourages students to repeat correct learning behaviors. From a constructivist perspective (Vygotsky, 1978), the opportunity for students to reflect on their wrong answers provides space for self-evaluation that strengthens the construction of knowledge, so that evaluation no longer merely measures final results but becomes part of the learning process itself. These two perspectives form the analytical framework of this study: the behavioristic lens is used to read the findings on scores, instant feedback, motivation, and engagement (Tables 2 and 4), while the constructivist lens is used to read the findings on students' self-feedback and on the identification of material that has not yet been mastered (Table 4).

Various previous studies have consistently demonstrated the effectiveness of Quizizz in improving student learning outcomes and motivation across subjects. Quispe Ccoa et al. (2023) found that Quizizz increased the learning motivation of elementary school students in the evaluation process, and Alam and Kholid (2024) reported that Quizizz and Kahoot increased elementary school students' involvement in learning Indonesian. Pham (2023) demonstrated that gamified learning with Quizizz improved ESL learners' grammar achievement. Similarly, Liu et al. (2025) reported gains in English vocabulary acquisition and engagement among rural elementary students through Quizizz, and Nordin (2023) examined Quizizz for developing vocabulary skills among rural secondary school students in Malaysia. Quizizz has also been used to bring a multiplayer activity into an accounting classroom (Zhao, 2019), and students' views of Quizizz as an assessment tool have been explored in EFL classes (Zuhriyah & Pratolo, 2020). A systematic literature review by Wen and Aziz (2022) reported that Quizizz features motivate learners and improve instructors' efficiency. Broader reviews of gamification likewise report generally positive effects on learning, although the effects vary with context and design (Hamari et al., 2014; Sailer & Homner, 2020; Zainuddin et al., 2020). However, many of these studies focus on language learning or general subjects and on differences in learning outcomes or students' views. As a result, the procedural dimensions have not been comprehensively explored, namely how evaluations are implemented, how students experience them, how teachers perceive them, and which technical and pedagogical constraints arise in the field.

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This study focuses specifically on the use of Quizizz in the evaluation of Islamic Religious Education (PAI) learning. As a value-based subject, PAI has more complex evaluation characteristics than general subjects because it is oriented not only to cognitive aspects but also to affective and psychomotor dimensions related to character formation and the internalization of Islamic teachings (Akbar et al., 2022). Ideally, PAI evaluation should measure not only the ability to memorize verses or to understand fiqh concepts but also students' deep understanding and religious attitudes. The choice of an appropriate evaluation medium is therefore important, so that the quality of measurement is maintained without sacrificing student involvement (Handayani et al., 2025).

Several studies have examined the use of digital applications and software for PAI evaluation in general (Sobirin et al., 2023) and the role of information technology in increasing the effectiveness of Islamic religious learning (Al-Faid & Lismawati, 2024), but they have not specifically highlighted Quizizz as a medium for final PAI evaluation. Research that does examine Quizizz in PAI learning, such as the development of an evaluation tool for the Qur'an Hadith subject (Febriani & Darodjat, 2022), was conducted at the junior high school level and emphasized instrument development rather than an in-depth exploration of how final evaluation is implemented. Research at the Madrasah Ibtidaiyah (MI) level remains relatively limited, even though MI students are generally at a stage of cognitive development that requires evaluation media with visual representations and concrete learning experiences. Thus, there are gaps in local context, education level, and methodology: qualitative research that explores the process, perceptions, and constraints of using Quizizz in the final evaluation of PAI in Madrasah Ibtidaiyah has largely been left unanswered by previous research.

Based on these gaps, and drawing on empirical field data, this study offers three novel contributions that previous research has not reported: (1) a stage-by-stage account of how Quizizz is actually used in the final evaluation of PAI at the Madrasah Ibtidaiyah level, from question preparation to the automatic processing of results; (2) evidence that implementation obstacles are concentrated in the stages that depend on technical infrastructure (access distribution and implementation) rather than in the design of the application itself; and (3) an asymmetrical pattern of impacts, in which teachers mainly experience administrative-technical benefits while students mainly experience psychological-motivational benefits, together with a discussion of the limits of Quizizz for the affective and psychomotor aspects of PAI.

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Accordingly, this study aims to: (1) identify the basis for PAI teachers' considerations in using the Quizizz application for learning evaluation; (2) analyze the implementation of PAI learning evaluation using Quizizz; and (3) analyze the impact of using Quizizz on PAI learning evaluation, including its limitations for assessing the affective and psychomotor aspects of PAI, at Madrasah Ibtidaiyah Negeri 4 Rejang Lebong. The study contributes theoretically by enriching research on the integration of gamification into PAI evaluation at the elementary education level. It contributes practically by providing a realistic picture of the readiness, process, and challenges of implementing Quizizz-based digital evaluation, which can serve as a reference for teachers, madrasahs, and future researchers.

Method

Research Design. This study used a qualitative approach with a case study design (Creswell & Poth, 2018). This design was chosen because the study aims to understand in depth the phenomenon of using Quizizz in PAI learning evaluation, not to test hypotheses or to measure relationships between variables statistically.

Location, Time, and Participants. The research was conducted at Madrasah Ibtidaiyah Negeri (MIN) 4 Rejang Lebong, Rejang Lebong Regency, Bengkulu Province, from April to June 2026. The main participants were four PAI teachers who taught Qur'an Hadith, Fiqh, Moral Faith, and Islamic Cultural History (SKI). The data were also supported by information from the madrasah's vice principal for curriculum and by one student as a complementary informant, to enrich the perspective of the findings. Because the student informant is a minor, the student's identity is written using initials. Because only one student was involved, the student's account is treated as an illustrative perspective rather than as representative of all students, and it is always read together with the teachers' statements, the observations, and the documents. Participants were selected through purposive sampling based on three criteria: (1) actively teaching PAI subjects, (2) having experience using digital media or applications in learning evaluation, and (3) being willing to serve as research informants. The number of participants was determined not by quantity but by the depth and completeness of the information that could be obtained from each informant.

Data were collected through three main techniques: (1) semi-structured interviews, guided by prepared questions that allowed follow-up probing; (2) non-participant observation of teachers' preparation, the implementation of Quizizz-assisted

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evaluations, and students' responses during evaluation, focusing on (a) the teachers' preparation of Quizizz questions, (b) the distribution of access and the working stages, and (c) students' responses and technical obstacles; and (3) document analysis of teaching modules and lesson plans, grade lists, reports of digital evaluation results, and madrasah policy documents related to the use of learning media.

The data were analyzed using a spiral analysis model that proceeds repeatedly and circularly, from reading the data, description, and classification to theme development and interpretation of meaning (Creswell & Poth, 2018). The analysis ran from the beginning of data collection to the final stage of the research and included repeated reading of the raw data, thematic grouping, contextual description, and interpretation until a deep understanding and well-grounded conclusions were reached regarding the implementation of digital-based PAI learning evaluation. The analysis followed the flow of raw data → coding → category → theme → interpretation → finding (Miles et al., 2014). For example, Fatmawati's statement that "the interactive display and game features make students more enthusiastic" (raw data) was coded as "interactive display" and "student enthusiasm." These codes were grouped into the category "attractiveness of the medium" and developed into the theme "motivational considerations in selecting Quizizz." The theme was interpreted in light of the vice principal's statement that Quizizz was allowed because it attracted students' interest, and it was finally reported as the findings "more attractive display" and "increased student morale" in Table 2.

Data validity was checked through source triangulation, that is, by comparing and cross-checking information from interviews with the four PAI teachers, field observations, documents, and the statements of the vice principal for curriculum and the student, to ensure the consistency and credibility of the findings. Triangulation is a recognized technique for strengthening credibility in qualitative research (Lincoln & Guba, 1985; Carter et al., 2014). Validity checking in this study was therefore limited to source triangulation. The implications of this limitation are discussed in the Results and Discussion section and in the Conclusion.

Results and Discussion

This section presents the research findings obtained through interviews, observations, and document analysis, and discusses them in relation to previous studies and the theoretical framework. It is organized according to the research objectives and

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the main findings into four subsections: (1) teachers' considerations in selecting Quizizz, (2) the implementation of Quizizz in PAI evaluation, (3) the impact of Quizizz on teachers and students, and (4) the limitations of Quizizz for holistic PAI assessment. In each subsection, the empirical findings are presented first, followed by their interpretation and comparison with previous studies. The profiles of the research participants are presented in Table 1.

Table 1. Research Participant Profiles

No	Names/Initials	Subjects/Departments	Role in Research
1	Fatmawati	Qur'an Hadith Teacher	Principal informant (interview & observation)
2	Eta Afrika	Fiqh Teacher	Principal informant (interview & observation)
3	Mr. Kamil	Islamic Cultural History (SKI) Teacher	Principal informant (interview & observation)
4	Yosine	Moral Faith Teacher	Principal informant (interview & observation)
5	Mr. Kadir	Vice Principal for Curriculum	Supporting informant (policy triangulation)
6	AA	MIN 4 Rejang Lebong Student	Supporting informant (student perspective)

Teachers' Considerations in Selecting Quizizz

Interviews with the four PAI teachers revealed six main factors underlying the selection of Quizizz as a medium for evaluating PAI learning at MIN 4 Rejang Lebong, as summarized in Table 2.

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Table 2. Basic Recapitulation of PAI Teachers' Considerations in Using the Quizizz Application

No	Considerations	Description of Findings	Number of Informants Who Submitted
1	More attractive display	Interactive displays and game features increase student enthusiasm compared with conventional tests	4 out of 4 teachers
2	Increased student morale	Evaluation is presented in a fun format, making students more active and excited	4 out of 4 teachers
3	Evaluation is not monotonous	Game elements offer variation from conventional scoring methods	1 out of 4 teachers
4	Ease of assessment	Automated assessment reduces the burden of manual grading for teachers	4 out of 4 teachers
5	Suitability to MI students' characteristics	Visuals, colors, and images match the learning style of elementary school-age students	4 out of 4 teachers
6	Ease of question management	The features for preparing questions and setting time limits are considered simple and easy to understand	4 out of 4 teachers

One of the teachers, Fatmawati, explained, "The use of Quizizz makes evaluation activities more interesting than conventional evaluations. The interactive display and game features make students more enthusiastic when working on the questions." Eta Afrika expressed a similar view, emphasizing that the game element in Quizizz reduces student tension during the evaluation, so that the evaluation atmosphere becomes more enjoyable. These considerations are also supported by the madrasah's facilities and infrastructure, such as internet networks and digital devices, which are technical prerequisites for Quizizz-based evaluation. The vice principal for curriculum also confirmed that Quizizz was allowed because it was considered to attract students' interest since PAI teachers first introduced it. As shown in Table 2, an attractive display, increased student morale, ease of assessment, suitability to the characteristics of MI students, and ease of question management were conveyed consistently by all four informants, whereas "non-monotonous evaluation" was emphasized by only one

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informant. Teachers' considerations are therefore multidimensional, but they share a core in the aspects of motivation and efficiency.

The considerations summarized in Table 2 show that the choice of Quizizz was driven mainly by motivational and practical reasons, namely an attractive display, student enthusiasm, ease of assessment, suitability for MI students, and ease of question management. This pattern is consistent with earlier studies in other subjects and at other levels. Quispe Ccoa et al. (2023) applied Quizizz to improve motivation and reduce stress in the evaluation of primary school students, which parallels Eta Afrika's observation that the game element reduces student tension during evaluation. Alam and Kholid (2024) described elementary school teachers who used Quizizz as a formative assessment at the end of lessons to enhance engagement and motivation and to streamline evaluation. The reasons given by the PAI teachers at MIN 4 Rejang Lebong are therefore not unique to PAI but reflect a broader rationale for choosing game-based assessment in elementary education. Wen and Aziz (2022) also concluded from their systematic review that Quizizz features motivate learners and improve instructors' efficiency, which matches the two cores of the teachers' considerations found here, namely motivation and efficiency. In a review of the comparable platform Kahoot!, Wang and Tahir (2020) likewise reported generally positive effects on learning performance, classroom dynamics, and the attitudes of students and teachers.

Through the behavioristic lens adopted in this study, the features that the teachers valued, such as points, rankings, and an attractive display, can be read as incentives that make the evaluation situation rewarding for students (Skinner, 1953). Through the constructivist lens, the teachers' emphasis on visual and concrete game-like experiences can be read as a preference for learning that is mediated by interactive tools (Vygotsky, 1978). These readings are the researchers' interpretation, because the teachers did not use these theoretical terms themselves. It should also be noted that the four teachers adopted Quizizz voluntarily, so their reasons may emphasize the strengths of the application more than its weaknesses. The considerations in Table 2 are therefore treated as perceptions and not as evidence of effectiveness.

Implementation of Quizizz in PAI Evaluation

The findings show that the implementation of PAI learning evaluation using Quizizz proceeds through four systematic stages, as presented in Table 3.

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Table 3. Stages of Implementing PAI Learning Evaluation Using the Quizizz Application

Stages	Activities	Implementers	Obstacles Found
1. Preparation	Compile and input questions according to PAI material and learning objectives	Teacher	Needs extra time outside teaching hours
2. Access distribution	Share Quizizz codes/links with students	Teacher	Depends on internet network availability
3. Implementation	Students work on questions through digital devices with teacher assistance	Teachers & Students	Network disruptions; device limitations among some students
4. Processing of results	The system automatically grades and displays scores and reports	Application system	No significant obstacles found

Teachers play an active role in providing direction and guidance, especially to students who experience technical difficulties in operating the devices. The obstacles found include internet network disruptions and device limitations among some students, but these obstacles could be minimized through direct assistance from teachers, so that the evaluation process continued to run smoothly and effectively. The data in Table 3 confirm that implementation constraints are concentrated in the access distribution and implementation stages, that is, the stages that depend most on technical infrastructure. The preparation and processing stages faced relatively few infrastructure-related obstacles because they are largely under the control of the teacher or the application system, although preparation required extra time outside teaching hours.

Not all experiences were uniformly positive. The teachers also reported that preparing Quizizz questions required extra time outside teaching hours, that the activity depended on the availability of the internet network, and that some students had limited devices, so that direct teacher assistance was needed (Table 3).

The data in Table 3 show that implementation obstacles are not evenly distributed across the four stages. They are concentrated in the stages that depend on external infrastructure (the distribution of access and the implementation by students), while the preparation and processing stages are largely under the control of the teacher or the application. This pattern suggests that the main obstacle did not come from the

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pedagogical design of Quizizz itself but from the availability of internet networks and student devices. This is the researchers' interpretation of the data, and it may reflect a digital divide in the madrasah context. Similar technical problems have been reported elsewhere. [Alam and Kholid \(2024\)](#) identified technical issues related to internet access and limited devices when elementary school teachers used Quizizz and Kahoot. [Liu et al. \(2025\)](#) noted that unstable or slow connections sometimes disrupted Quizizz activities among rural elementary students in Taiwan, and [Nordin \(2023\)](#) examined Quizizz in rural classrooms. Both studies, however, concerned language skills, whereas evidence from PAI evaluation is still scarce.

The teacher assistance that overcame the technical obstacles deserves a critical reading. Table 3 shows that preparing the questions required extra time outside teaching hours and that students with limited devices needed direct help, so the smooth running of the evaluation relied heavily on the teachers' additional work. [Pudjiati and Madani \(2024\)](#) described a Quizizz workshop for elementary school teachers as a good practice for preparing authentic assessment in the Independent Curriculum, which points to the value of structured preparation for teachers. Together with the present findings, this suggests that teacher capacity-building is an important condition for Quizizz-based evaluation, in addition to infrastructure. If this reliance on individual teachers continues without institutional support, it may increase teachers' workload and create differences in evaluation experience between students who have adequate devices and those who do not. This equity concern is the researchers' interpretation and was not stated directly by the informants.

Impact of Quizizz on Teachers and Students

The use of Quizizz in PAI learning evaluation has four main impacts felt by both teachers and students, as mapped in Table 4.

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Table 4. The Impact of Using Quizizz on Teachers and Students

No	Impact Dimension	Impact on Teachers	Impact on Students
1	Process efficiency	Automated grading speeds up question management and grading	Results and scores are known immediately after the evaluation
2	Motivation & engagement	Reduces the psychological burden of managing the class during evaluation	Increases enthusiasm, focus, and active participation
3	Validity & objectivity	Reduces manual grading bias	Assessment is perceived as fairer and more consistent
4	Analysis of learning outcomes	Facilitates the identification of material that students have not mastered	Receive immediate feedback on their own understanding

One of the students, AA, said, “I am happy when teachers use Quizizz because it looks attractive and is like playing a game. When I work on the questions, I become more enthusiastic, not bored, and can immediately know the value after finishing the work.” This statement reinforces the finding that the impact of Quizizz is felt not only by teachers, in assessment efficiency, but also by students, in a more positive and meaningful learning experience.

The pattern in Table 4 shows an asymmetry between the impact on teachers and on students. For teachers, the impacts are mainly administrative-technical: automatic grading, less manual correction, a lighter burden in managing the class during evaluation, and easier identification of material that students have not mastered. For students, the impacts are mainly psychological-motivational: results that can be known immediately, greater enthusiasm, focus, and participation, a feeling that the assessment is fairer, and feedback on their own understanding. The finding that Quizizz increases students’ motivation and engagement is in line with Quispe Ccoa et al. (2023) and Alam and Kholid (2024), and the finding on teachers’ efficiency is in line with Wen and Aziz (2022). This consistency across contexts suggests that gamification elements such as scores, leaderboards, and instant feedback may be appealing across subjects and educational levels, including value-based PAI evaluation, although this study did not compare contexts directly.

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Read through the behavioristic lens, the instant scores and rankings that students said they could see immediately can be understood as positive reinforcement of their engagement (Skinner, 1953). Maraza-Quispe et al. (2024), who compared Kahoot and Quizizz, found that Quizizz was more effective in providing feedback, which supports the importance of the feedback feature that students in this study valued. Nevertheless, Hattie and Timperley (2007) emphasize that the effect of feedback depends on its type and on the way it is given, so instant scores alone are unlikely to be enough. The constructivist lens directs attention to what happens after the score is displayed. The identification of material that has not yet been mastered (Table 4) can give students and teachers a basis for reflection and follow-up, and the teacher's explanation of the results can be understood as a form of mediation in the learning process (Vygotsky, 1978). Whether students actually use the feedback to improve their understanding was not examined in this study and needs further investigation.

These positive impacts need to be interpreted cautiously. First, the study lasted a relatively short time (April to June 2026), so the high enthusiasm reported by the informants may partly reflect a novelty effect, that is, a momentary interest in a new medium that does not necessarily last. This is a possibility raised by the researchers and not a finding. Second, the student voice came from a single informant and the teachers chose Quizizz voluntarily, so the findings may overrepresent the positive side of the application. The absence of data from students who performed poorly or who had the most severe difficulties with devices also limits the picture of negative impacts and of inequality in evaluation experience. The impacts in Table 4 are therefore better read as informants' perceptions of a short-term experience than as evidence of improved learning outcomes or long-term motivation. In a meta-analysis of gamification in learning, Sailer and Homner (2020) reported small to moderate positive effects on cognitive, motivational, and behavioral outcomes that varied across contexts, which is consistent with reading Quizizz as a supplement and not as a stand-alone solution.

Limitations of Quizizz for Holistic PAI Assessment

Although the informants mostly described positive experiences, the findings also raise the question of how far Quizizz can assess PAI holistically. PAI is a value-based subject whose evaluation should cover cognitive, affective, and psychomotor aspects and should reach the context, inputs, processes, and products of learning, as emphasized in the CIPP model (Akbar et al., 2022). The affective and psychomotor aspects include,

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for example, the solemnity of worship, morals, and the appreciation of values (Handayani et al., 2025). Quizizz questions are typically multiple-choice, true-false, short-answer, or image-based items (Maraza-Quispe et al., 2024), which, in the researchers' reading, are better suited to measuring remembering and understanding than affective and psychomotor aspects. The study by Febriani and Darodjat (2022), who developed a Quizizz-based evaluation tool for Qur'an Hadith and examined the validity, reliability, and difficulty of its items, is likewise concerned with question-based assessment of knowledge.

As the researchers' own academic interpretation, and not as a direct empirical finding, a possible conceptual tension can be noted between the logic of competition and instant scores that characterizes gamification and Islamic values such as sincerity (*ikhlas*) and humility (*tawadhu'*) that are emphasized in PAI. No informant stated this tension. It is offered only as a reflective reading of the gap between the holistic objectives of PAI evaluation and the cognitive-procedural scope of what Quizizz measures, and it needs to be examined in future studies. The literature on gamification also warns of possible negative effects in educational software (Almeida et al., 2023), which strengthens the need to examine how competitive features are used in value-based subjects.

These considerations suggest that Quizizz is best positioned as a complement to, and not a substitute for, holistic PAI evaluation. A hybrid design is therefore needed, in which Quizizz is used for the efficient assessment of cognitive aspects while other authentic instruments, such as observation of worship practices, reflection journals, or moral portfolios, are used to reach the affective and psychomotor aspects.

Conclusion

This study found that PAI teachers selected Quizizz because it is interactive, engaging, suitable for MI students, and facilitates assessment management. Its implementation involved question preparation, access distribution, assisted question completion using digital devices, and automatic scoring, with internet connectivity and device availability as the main challenges. Teachers perceived greater assessment efficiency, while students were described as more motivated, focused, and confident. However, Quizizz primarily supports question-based assessment and is insufficient for comprehensively evaluating the affective and psychomotor aspects of PAI. Theoretically, the findings highlight differences between teachers' administrative-

technical and students' psychological-motivational perceptions of digital evaluation, emphasizing the importance of subject-specific assessment needs.

Practically, madrasahs should gradually improve technological infrastructure and provide digital-literacy training for teachers. Quizizz should complement, rather than replace, holistic PAI assessment through authentic instruments such as observation, reflection journals, and moral portfolios. This study was limited to one madrasah, a small group of voluntarily participating informants, a short research period, and limited credibility-checking procedures. It also lacked comparisons with conventional assessment and evidence of long-term learning outcomes. Future research should involve more madrasahs and diverse student experiences, employ mixed-methods or longitudinal designs, compare different assessment approaches, strengthen credibility procedures, and test hybrid evaluation models integrating Quizizz with authentic assessment of affective and psychomotor learning outcomes.

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