Building a Competitive Spirit through the Use of Quizizz as an ICT-Based Evaluation Tool in Islamic Education: A Study on Fiqh Learning

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Abstract: Building Competitive Spirit through the Use of Quizizz as an Information and Communication Technology (ICT) Based Evaluation in Islamic Education Learning Fiqh Material

Objective: This study aims to explore using Quizizz as an information and communication technology (ICT) based evaluation tool in learning Islamic education Fiqh material and building students' competitive spirit. **Methods:** This research uses a qualitative approach. Data were collected through classroom observation, in-depth interviews, data analysis, data reduction, data presentation, and conclusion drawing. **Results:** Using Quizizz to evaluate Fiqh learning creates a more dynamic and competitive learning atmosphere. Students are more motivated to participate due to gamification features such as instant scores and leaderboards. **Conclusion:** Quizizz can be an innovative ICT-based evaluation tool in Fiqh learning, improving learning outcomes and building students' competitive spirit. **Contribution:** This research contributes as a recommendation to educators to use Quizizz as an interesting and effective evaluation alternative in in Islamic education learning Fiqh material.

Keyword: Competitive spirit; Quizizz; Evaluation; ICT; Fiqh material

Abstrak: Membangun Semangat Kompetitif melalui Penggunaan Quizizz sebagai Evaluasi Berbasis Teknologi Informasi dan Komunikasi (TIK) pada Pembelajaran Pendidikan Agama Islam Materi Fiqih

Tujuan: Penelitian ini bertujuan untuk mengeksplorasi penggunaan Quizizz sebagai alat evaluasi berbasis Teknologi Informasi dan Komunikasi (TIK) dalam pembelajaran Pendidikan Agama Islam materi Fiqih, dalam membangun semangat kompetitif siswa. **Metode:** Penelitian ini menggunakan pendekatan kualitatif. Data dikumpulkan melalui observasi kelas, wawancara mendalam, analisis data menggunakan reduksi data, penyajian data dan penarikan kesimpulan. **Hasil:** Penggunaan Quizizz dalam evaluasi pembelajaran Fiqih menciptakan suasana belajar yang lebih dinamis dan kompetitif. Siswa lebih termotivasi untuk berpartisipasi karena adanya fitur gamifikasi seperti skor instan dan papan peringkat. **Kesimpulan:** Quizizz dapat menjadi alat evaluasi berbasis TIK yang inovatif dalam pembelajaran Fiqih, tidak hanya meningkatkan hasil belajar tetapi juga membangun semangat kompetitif siswa. **Kontribusi:** Penelitian ini berkontribusi sebagai rekomendasi kepada pendidik untuk menggunakan Quizizz sebagai salah satu alternatif evaluasi yang menarik dan efektif dalam dalam Pembelajaran Pendidikan Agama Islam Materi Fiqih.

Kata Kunci: Semangat Kompetitif; Quizizz; Evaluasi; ICT; Mata Pelajaran Fiqih

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A. INTRODUCTION

The development of learning has a big share of the responsibility of an educator, how an educator carries out the transformation of knowledge mastered by utilizing available teaching materials, coupled with the use of effective learning methods accepted by students so that learning objectives are achieved as expected (Krasnova, 2015). To achieve the goals, an evaluation activity is needed as a benchmark for the success of the learning process. Evaluation is one part of the learning process that is needed in the implementation of effective teaching and learning activities (De Hei et al., 2016) when the learning process is considered to be a process of changing the behavior of students (Briz-Ponce et al., 2016), the implementation of evaluation has a main meaning in educational activities, this is because evaluation is a process of collecting, analyzing and interpreting information used to determine the achievement of predetermined learning objectives. With the implementation of evaluation, teachers can find out the level of students' learning achievement and the extent to which students understand the concept of a subject that has been taught.

One way to overcome these problems is to implement evaluation using ICT media. Mei et al. (2019) explain that changes in the educational process and technological development increase the use of digital-based learning tools in higher education. According to Guardaia et al. (2019), there is a need for an evaluation system with a high level of participation with practical assessment methods. It can make students more active, empower them, and improve the quality of education. Coll et al. (2014) argue that students must participate actively in every learning process, while the teacher's job is only to guide, encourage, and provide facilities for students to achieve a learning goal. Teachers are expected to be able to create effective learning conditions and foster the active role of students so that students can motivate themselves in the learning process. Beyond this, the teacher's job is to develop the skills students possess, one of which is critical thinking skills.

One of the main challenges in teaching Islamic Education, particularly in Fiqh subjects, is the lack of student motivation to participate in evaluations. Traditional evaluation methods, such as written exams or multiple-choice questions on paper, are often perceived as boring and unengaging for students (Lau et al., 2023). This can lead to low student engagement and a lack of competitive spirit in learning. With technological advancements, various digital learning platforms have emerged as more engaging and interactive evaluation tools. Quizizz is a game-based application that allows teachers to create interactive quizzes that are accessible both online and offline (Göksün & Gürsoy, 2019). With features like leaderboards, virtual rewards, and other gamification elements, Quizizz can enhance student engagement and foster a competitive spirit in learning. In the context of Fiqh learning (Nuryana & Fauzi, 2020), which is often perceived as a subject filled with Islamic legal rulings that tend to be theoretical, using Quizizz can be an innovative alternative to make the evaluation process more engaging (Händel et al., 2023). Students may feel more motivated to compete healthily while answering questions, making them more active in understanding the material being taught (Kusumaningputri & Widodo, 2018).

The utilization of developing technology in the learning process, especially at the evaluation stage, requires teachers to get used to using paperless and encourages teachers to use relevant media; one of the media that can be used is Quizizz, where teachers can directly enter questions into this media which are then distributed to students to do. The use of Quizizz media can improve learning outcomes; this can be seen from the learning outcomes of students in online learning at SDIT Al Ibrah Gresik, which increased after using Quizizz (Al-Mawaddah et al., 2021). Quizizz can also increase students' motivation to take part in the learning process due to students' interest in using the media based on the collected questionnaire results (Fitriyeni et al., 2022). The evaluation system using Quizizz, which has many interactive features and is like a game, will increase the stimulation that makes students enthusiastic about filling in the answers (Zainuddin et al., 2020). This evaluation instrument is

used to measure students' critical thinking skills with questions presented in the form of multiple choice questions based on Hots and the maximum utilization of technology and interest to students so that they can seek ideas and ideas about how to observe and solve existing problems.

Based on observations made by researchers through observation and interview methods at MI Konang, it was found that the application of evaluation was only carried out conventionally where the evaluation used question papers distributed by the teacher, and then students worked on the questions using answer sheets that were handwritten and collected to the teacher directly by students within a predetermined period. Implementing such evaluations is considered less effective and makes the classroom atmosphere monotonous, rigid, and uncomfortable for students. This causes students to view that evaluation activities hurt their thinking conditions. Evaluation that is not planned properly and optimally will produce inaccurate information regarding the success of students' learning (Santibañez-Aguilar et al., 2014). Therefore, teachers must pay attention to aspects of good evaluation, including making evaluations more enjoyable for students.

Research on the use of Quizizz as a Technology and Information Communication (ICT)-based evaluation tool has been widely conducted in various subjects, especially in science, mathematics, and languages (Agustina & Rusmana, 2019; Al-Mawaddah et al., 2021; Arrahim & Hanayulianti, 2022; Emda, 2018) showing that gamification in evaluations can enhance student motivation, engagement, and learning outcomes. In the context of Islamic education, particularly in the subject of Fiqh, there is still limited research exploring how Quizizz can be used to build a competitive spirit among students (Fitriyeni, 2022; Lestari, 2018; Rahman et al., 2020; Wibawa et al., 2019). Most studies in Islamic education focus more on technology-based teaching methods, while gamification-based evaluation aspects have not been deeply explored.

Furthermore, studies addressing its impact on students' competitive spirit in Islamic education, especially in Fiqh, are still very limited (gap analysis). Most research in Islamic education emphasizes technology-based teaching methods, while gamification-based evaluation and its effect on healthy competition in learning have not been extensively studied.

Therefore, this study offers novelty by exploring how Quizizz can serve as an evaluation tool and a means to build students' competitive spirit in Fiqh learning. This could contribute new insights into the innovation of technology-based evaluation methods in education. This research not only focuses on the effectiveness of Quizizz as an evaluation tool to measure student understanding but also analyzes its role in fostering a competitive spirit among students in the context of religious education.

B. METHOD

This research uses a descriptive qualitative approach to understand and describe how using Quizizz in Fiqh learning evaluation can build students' competitive spirit at MI Konang. The qualitative research method in this study will help understand how Quizizz affects students' competitive spirit by exploring their experiences in depth. This research was conducted in 2024. The research subjects were third-grade students, totaling 10 people.

Data collection used three techniques including (1) Observation: Directly observing how students interact with Quizizz in Fiqh learning and changes in their competitive spirit; (2) Interview: Conducting interviews with teachers, students, and principals to explore their experiences and perceptions of using Quizizz in learning evaluation; (3) Documentation: Collecting data such as evaluation results using Quizizz, photos, or recordings of learning activities as supporting evidence.

Data analysis is carried out inductively, with stages: (1) Data reduction, selecting and simplifying data obtained from observations, interviews, and documentation; (2) Data presentation, compiling data in the form of descriptive narratives that describe how Quizizz is used

and its impact on students' competitive spirit; (3) Conclusion drawing, concluding the main findings based on the patterns found in the data.

C. RESULTS AND DISCUSSION
Result

The implementation of evaluation using Quizizz learning media in MI Konang was carried out with a research object of 10 students consisting of 5 boys and six girls. The implementation of the use of Quizizz learning media consists of several stages with detailed activities:

1. Planning

At this stage, the process of making questions based on the lesson plan based on the basic / core competencies that have been taught, as well as providing quiz media as material for assessing students with a multiple choice question format.

2. Implementation of action

This action is implemented by following the predetermined flow of the lesson plan (RPP) for the implementation process, namely by using Quizizz media. Quizizz is a media that can be utilized as an interactive training tool for students. Quizizz has an attractive game-like appearance and can make students pay more attention. According to the teacher, the Quizziz application is effective, easy to use, and has high potential for academic use and knowledge development. Based on observations on the Quizizz website, this media can be divided into several parts based on the stages:

Part 1: Account registration

Part 1: Account Registration

This section explains the steps for registering a Quizizz account using Gmail and how to log in using the account. Here are some steps that must be taken: (1) Open the website by entering the URL "Quizizz.com" and then press Enter; (2) To create an account, click the Sign-Up button; (3) Choose one of the options; it is recommended to choose "Continue with Google" if you already have a Google account to make it easier; (3) Select an existing account as shown on the screen; (4) Select Continue to grant access to your Google account; (5) Choose School for the use of school needs for teachers and learners; (6) Select a teacher to create an account as a teacher; (7) Select the appropriate subject, in this case, "Religious Studies", then select "Save"; (8) Account registration has been successful and the account can be used.

Part 2: Using the practice questions already available in Quizizz

This section explains how to use the practice questions available on the Quizizz website. Here are some steps that must be taken: (1) Type the keywords according to the subject that is used as an evaluation, in this case, Fiqh, then press Enter; (2) Several practice questions will appear according to the keywords that have been entered, select one of the practice questions, and click "Play"; (3) Select Start a live quiz to immediately provide practice questions to students, or select Assign homework to provide homework options for students. In this case, the researcher used the direct question practice; (4) Select "Classic Mode" for more appropriate use in practice problems and then select "Start"; (5) A unique code will appear that learners can use to enter the corresponding practice question, the teacher can give the code to learners who will enter it after visiting the web address as it appears on the screen, then the teacher can start by selecting "Start."

Part 3: Creating your practice questions

Here are some steps to take in creating your own practice questions (1) Click the "Create" button on the Quizizz homepage; (2) Select "Quiz" to start; (3) Choose one of the options according to your needs, namely Create from Scratch; (4) Select Multiple Choice to create multiple choice questions; (5) Enter the question in the top column, and enter the answer

options in the bottom few columns; (6) At the top, set the success value for each question, because this exercise uses 20 questions, so each correct question will be given 5 points so that the total points become 100; (7) Check the appropriate answer to mark correct; (8) Select Add Question to add the next question, and repeat until all questions have been entered; (9) If all questions have been entered, select Publish to finish creating the questions; (10) Select Start Now to start practicing questions for students; (11) Select Classic Mode and click Start; (12) A unique code will appear that learners can use to enter the corresponding practice question, the teacher can give the code to learners who will enter it after visiting the web address as it appears on the screen, then the teacher can start by selecting "Start".

Part 4: Starting practice questions for learners

This section explains how to start practice questions for learners using Quizizz (1) Visit the joinmyquiz.com website using a browser on each learner's device; (2) When you have entered the website, a column will appear to enter the unique code that the teacher has given, then click Join; (3) Enter your full name, then select Start; (4) Wait for all learners to log in and the teacher to start the practice questions, at the same time learners can change their character in using quizizz by clicking on the character; (5) Several options will appear for character customization, select Save my Qbit to save when the character is as desired; (6) When the teacher has started the exercise, select the correct answer; (7) Learners can look at the provisional gain board to see how their friends are doing and check their rank while doing the questions; (8) If you have finished working on all the questions, students can immediately see the results and rankings that have been obtained.

Assessment of learners' evaluation results (1) Click Report to view evaluation results; (2) Select which evaluation to display to see the results; (3) You will see the results of the students' daily tests according to their names; (4) Click Overview to see more details about each learner's answer choices.

The following are the results and differences between daily tests using conventional methods and using Quizizz media; according to the data obtained, students' scores were increased when taking daily tests using Quizizz.

Table 1. Conventional Daily Test Results

No	Names	Score	Description
Daily Test 1 Results Using Conventional Methods			
1	KHSM	50	Incomplete
2	NTM	55	Incomplete
3	FA	70	Complete
4	FMZ	45	Incomplete
5	FAR	55	Incomplete
6	AJFA	50	Incomplete
7	MBS	60	Incomplete
8	SAA	65	Incomplete
9	MF	70	Complete
10	NT	40	Incomplete
Class average score		56	
Percentage of students' completeness		20%	

Table 2. Daily Test Results Using Quizizz

No	Names	Score	Description
Daily Test 2 Results Using Quizizz			
1	KHSM	75	Complete
2	NTM	70	Complete
3	FA	85	Complete
4	FMZ	70	Complete
5	FAR	75	Complete

Daily Test 2 Results Using Quizizz			
6	AJFA	80	Complete
7	MBS	75	Complete
8	SAA	95	Complete
9	MF	95	Complete
10	NT	70	Complete
Class average score		79	
Percentage of students' completeness		100%	

Discussion

Based on observations from the comparison of the two daily tests above, each student had an overall increase in grades. The class average score increased from 56 to 79. The presentation of daily test completeness increased from the implementation of daily tests, which resulted in 2 out of 10 students only experiencing completeness or equivalent to 20% of the total number of students to 100% completion rate or all students after applying Quizizz media for daily test evaluation.

Based on the results of interviews and observations made by researchers, it was found that students like the form of assessment as given using Quizizz; this is because the results can be seen constantly, and students can find out where the mistakes made when answering questions are. In addition, quizzes can display questions in images and sounds that make the evaluation more interesting.

However, based on the results of interviews with teachers, it was found that the use of Quizizz also has weaknesses, which cause it not to be able to see students' abilities in depth because it uses a form of evaluation that is only in the form of multiple choices. These questions tend only to function to explore memory and recognition; this makes teachers experience obstacles in measuring higher mental processes for each student. Multiple-choice questions allow students to answer randomly when they do not know the answer and rely on luck to get the correct answer by chance because the processing time for each question is limited.

Using Quizizz as an ICT-based evaluation tool significantly enhances students' competitive spirit. Based on observations and interviews, students felt more motivated to study. They participated more actively in Fiqh assessments after using Quizizz due to gamification elements like leaderboards, time limits, and rewards, which created a healthy competitive environment. Additionally, Quizizz helped students better understand Fiqh material by providing immediate feedback that allowed them to identify and correct their mistakes. Teachers also found it helpful in monitoring students' progress in real-time, while the principal supported the implementation of this technology as an effort to enrich evaluation methods (Holstein et al., 2017). Overall, this study shows that using Quizizz improves evaluation outcomes and encourages the development of a positive competitive character among MI Konang students in Fiqh learning.

The findings of this study indicate that technology integration is inseparable from the evaluation of Islamic education learning. Improving the quality of education is closely related to technological advances and digitalization, which are integral components in the development of quality education (Bygstad et al., 2022). Educators need to utilize digital learning and support the digitalization of education to improve the professional competence of teachers and the quality of education, especially in Islamic education subjects (Cattaneo et al., 2022).

Recognizing technology as an important element in the learning process, educators should view it as a tool that facilitates learning, makes learning activities more interesting, and evaluates student learning outcomes (Domínguez et al., 2013). The use of technology to evaluate student learning outcomes is very important, thus encouraging educators to innovate to improve the quality of learning evaluations and increase learning motivation and the competitive spirit of students in achieving better learning outcomes; one effective way is to utilize digital learning evaluations.

D. RESEARCH IMPLICATIONS AND CONTRIBUTIONS

1. Research Implications

The findings of this study can serve as a reference for academics, education practitioners, and policymakers in developing technology-based evaluation methods, particularly in Islamic Education, to make learning more engaging, effective, and aligned with modern advancements. Additionally, it provides recommendations for educators to use Quizizz as an appealing and effective alternative assessment tool in Fiqh learning.

2. Research Contributions

This study contributes to using digital technology as an innovative evaluation tool in Fiqh learning. The main novelty of this research lies in exploring how the use of Quizizz, as an ICT-based platform, not only enhances the effectiveness of learning evaluation but also fosters a competitive spirit among students in understanding Fiqh material. Unlike traditional, monotonous, and less interactive evaluation methods, this study demonstrates that gamification-based evaluation through Quizizz can improve learning motivation, active student engagement, and deeper conceptual understanding. Additionally, this research provides insights into how technology can accommodate various learning styles and create a more dynamic and enjoyable learning environment. Thus, this study enriches the literature on technology-based evaluation in Islamic education while offering practical solutions for educators to develop more modern, effective evaluation methods that align with the needs of 21st-century learning.

E. RECOMMENDATIONS FOR FUTURE RESEARCH DIRECTIONS

Future research can examine the long-term impact of using Quizizz on improving students' critical thinking skills, problem-solving abilities, and independent learning in understanding Fiqh material. Additionally, it can explore how Quizizz can be integrated with various learning models, such as Problem-Based Learning (PBL), Cooperative Learning, or Blended Learning, to enhance the effectiveness of Fiqh learning.

F. CONCLUSION

The evaluation process by utilizing Quizizz media can improve the achievement results of students in Fiqh subjects at MI Konang Lamongan compared to the implementation of evaluations using conventional methods. This can be seen from the results of the evaluation which resulted in an increase of up to 100% for the completeness of students. In addition, students also have more motivation and enthusiasm in doing evaluations based on interviews conducted by researchers.

The use of Quizizz as an ICT-based evaluation tool can effectively enhance students' competitive spirit in Fiqh learning. Gamification elements such as leaderboards, time limits, and virtual rewards successfully created an engaging and competitive atmosphere, encouraging students to be more active in their studies and put in more effort. Additionally, the use of Quizizz also helped students deepen their understanding of Fiqh material through immediate feedback, allowing them to identify and correct their mistakes. Overall, this study shows that Quizizz not only improves students' evaluation outcomes but also builds a positive competitive character among students, supporting the development of Fiqh learning at MI Konang.

This study confirms that using Quizizz improves students' understanding of Fiqh materials, builds a positive competitive spirit, and increases their motivation and engagement in technology-based learning. Quizizz, an ICT-based evaluation tool, has proven effective in improving students' understanding of Fiqh material. The use of technology in evaluation also reflects the adaptation of Islamic education to the times, making it more relevant to the needs of today's digital generation.

AUTHOR CONTRIBUTIONS STATEMENT

All authors provided critical feedback and helped shape the research, analysis and manuscript. MNHN: Conceptualization, Research framework, Methodology, Writing - Original Draft. IS: Review.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript.

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