Sosioedukasi
JURNAL ILMIAH ILMU PENDIDIKAN DAN SOSIAL
ISSN: 2086-6135 E-ISSN: 2541-612x
Volume 15 No. 3. September 2026 https://ejournal.unibabwi.ac.id/index.php/sosioedukasi/index

THE EFFECTIVENESS OF INTERACTIVE DIGITAL QUIZZES IN IMPROVING STUDENTS' UNDERSTANDING OF ISLAMIC JURISPRUDENCE LEARNING

Abd Gani[1a*], Atnawi[2b]

Universitas Islam Madura, Indonesia

dianzakie70@gmail.com

(*) Corresponding Author
dianzakie70@gmail.com

ARTICLE HISTORY
Received : 20-06-2026
Revised : 15-07-2026
Accepted : 30-07-2026

KEYWORDS
Digital Learning; Interactive Digital Quiz; Fiqh Education; Students' Conceptual Understanding; Islamic Education

ABSTRACT
This study was motivated by the low level of students' understanding in Islamic Jurisprudence (Fiqh) learning, reflected in limited classroom participation, low enthusiasm, and difficulties in comprehending learning materials. It aimed to describe the implementation of interactive digital quizzes as an instructional innovation to enhance students' understanding of Fiqh and to identify the supporting and inhibiting factors influencing their implementation at Mauidzul Amin Islamic Junior High School, Pamekasan, Indonesia. A qualitative case study approach was employed. Data were collected through classroom observations, semi-structured interviews, and document analysis involving the school principal, one Fiqh teacher, and students. Data were analyzed using data condensation, data display, and conclusion drawing, while credibility was ensured through source and technique triangulation. The findings revealed that interactive digital quizzes were implemented through systematic instructional planning, technology-supported classroom activities, immediate formative feedback, and continuous teacher facilitation. This implementation transformed learning into a more student-centered process, increasing students' participation, confidence, collaboration, and conceptual understanding of Fiqh. Supporting factors included teachers' pedagogical competence, school leadership, students' digital readiness, and adequate technological facilities, whereas unstable internet connectivity and unequal access to digital devices remained significant challenges. This study contributes qualitative evidence on effective technology integration for meaningful Fiqh learning in Islamic education.

INTRODUCTIONS

The rapid advancement of digital technology has transformed various aspects of human life, including the educational sector. Educational institutions are increasingly encouraged to integrate digital technologies into teaching and learning processes to meet the demands of twenty-first-century education (Suparlan, 2021). The emergence of digital learning environments has changed the traditional role of teachers from knowledge transmitters to facilitators who guide students in constructing knowledge through meaningful learning experiences (Sari & Munir, 2024). Consequently, educators are required to adopt innovative instructional approaches that not only deliver learning content effectively but also promote student engagement, critical thinking, and active participation. The integration of technology into classroom practices has therefore become an essential strategy for improving learning quality and supporting students' academic development in the digital era (Nursakinah et al., 2025).

Sosioedukasi
JURNAL ILMIAH ILMU PENDIDIKAN DAN SOSIAL
ISSN: 2086-6135 E-ISSN: 2541-612x
Volume 15 No. 3. September 2026 https://ejournal.unibabwi.ac.id/index.php/sosioedukasi/index

In contemporary educational settings, student-centered learning has gained significant attention as an effective approach to fostering meaningful learning outcomes. This approach emphasizes active student involvement in the learning process rather than passive reception of information (Maulidina et al., 2025). Research has consistently demonstrated that students are more likely to develop deeper understanding when they actively participate in learning activities, interact with learning materials, and receive immediate feedback on their performance (Restu et al., 2026). As a result, educational innovations that encourage participation and interaction are increasingly utilized to enhance students' motivation and comprehension. Among these innovations, digital learning media have emerged as powerful tools for creating engaging learning experiences that accommodate diverse learning styles and preferences (Setyawan & Hadi, 2023).

One form of digital innovation that has attracted considerable attention is the use of interactive digital quizzes. Unlike conventional assessment methods, interactive digital quizzes provide learners with immediate feedback, gamified learning experiences, and opportunities for active participation throughout the learning process (Sani, 2022). These features contribute to increased student motivation, concentration, and engagement during classroom activities. Furthermore, interactive quizzes enable teachers to monitor students' understanding in real time and identify learning difficulties more efficiently (Ramadhan et al., 2025). Consequently, digital quizzes are no longer viewed solely as assessment instruments but also as instructional tools that facilitate knowledge construction and reinforce learning. Their ability to combine evaluation and engagement has made them increasingly popular across various educational contexts and subject areas (Kusnadi & Azzahra, 2024).

The application of interactive digital quizzes is particularly relevant in Islamic education, especially in Fiqh learning. Fiqh, commonly referred to as Islamic jurisprudence, is a fundamental subject that equips students with knowledge and understanding of Islamic legal principles governing daily life (Jong & Tacoh, 2024). Effective Fiqh learning requires students not only to memorize religious concepts and legal rulings but also to understand their meanings, rationales, and practical implications (Prasasti et al., 2025). However, many students experience difficulties in comprehending Fiqh materials due to the abstract nature of certain concepts and the prevalence of teacher-centered instructional practices. Learning activities that rely heavily on lectures often limit student participation and reduce opportunities for discussion, reflection, and knowledge exploration (Faizah & Kamal, 2024). As a result, students may demonstrate limited understanding of Fiqh concepts and struggle to apply them in real-life situations. These challenges highlight the importance of developing innovative learning strategies that can enhance students' understanding while making Fiqh learning more interactive, engaging, and meaningful.

Previous studies have reported that technology-enhanced learning media, including interactive digital quizzes, positively influence students' motivation, engagement, and academic achievement across various educational contexts (Wati et al., 2025). Digital quiz platforms have been found to create enjoyable learning experiences by incorporating elements of gamification, instant feedback, and healthy competition, which encourage students to participate more actively during classroom instruction. In addition, these platforms assist teachers in conducting formative assessments more efficiently by providing immediate information regarding students' learning progress and conceptual understanding (Hidayatullah, 2025). Despite these encouraging findings, the existing literature has predominantly focused on measuring learning outcomes using quantitative or experimental approaches. Comparatively little attention has been given to exploring how interactive digital quizzes are implemented in authentic classroom settings, particularly in Islamic education, where the effectiveness of instructional innovation is closely associated with teachers' pedagogical practices, students' learning experiences, and contextual factors influencing classroom interaction (Fitri et al., 2024; Pianda, 2018).

The existing literature reveals several important limitations that remain insufficiently addressed. Most previous studies have primarily examined the effectiveness of interactive digital quizzes through quantitative or experimental designs, focusing on measurable outcomes such as learning achievement, motivation, or engagement. While these studies provide evidence of positive educational impacts, they offer limited explanations of how digital quizzes are implemented in authentic classroom settings, why they influence students' understanding, and which contextual factors determine the success or failure of their implementation, particularly in Islamic education. Furthermore, studies specifically investigating the integration of interactive digital quizzes in Fiqh learning at the Islamic junior secondary school level remain very limited. Accordingly, the present study addresses this gap by adopting a qualitative case study approach to explore the implementation process, students' learning experiences, teachers' instructional practices, and the contextual factors that support or hinder the use of interactive digital quizzes in Fiqh instruction. The novelty of this study lies in its comprehensive examination of digital quiz implementation within an authentic Islamic educational context, extending the current literature beyond learning outcomes toward a deeper understanding of pedagogical processes and technology

Sosioedukasi
JURNAL ILMIAH ILMU PENDIDIKAN DAN SOSIAL
ISSN: 2086-6135 E-ISSN: 2541-612x
Volume 15 No. 3. September 2026 https://ejournal.unibabwi.ac.id/index.php/sosioedukasi/index

integration in religious education. Such findings are expected to enrich theoretical perspectives on technology-enhanced Islamic education while providing practical implications for teachers and schools seeking to implement digital learning innovations effectively.

This study was conducted at Mauidzul Amin Islamic Junior High School, Pamekasan, Indonesia, where Fiqh teachers have incorporated interactive digital quizzes into classroom instruction to foster a more engaging learning environment. Preliminary observations indicated that students showed greater enthusiasm, participated more actively in classroom discussions, and demonstrated improved understanding of learning materials when digital quizzes were integrated into instructional activities. Nevertheless, several challenges were also identified, including inconsistent internet connectivity, limited access to digital devices, and differences in students' digital literacy. These circumstances provide a meaningful context for examining the implementation of interactive digital quizzes as an instructional innovation in Fiqh learning. Accordingly, this study aims to describe the implementation of interactive digital quizzes in enhancing students' understanding of Fiqh learning and to identify the supporting and inhibiting factors influencing their implementation. The findings are expected to enrich the growing body of literature on technology-enhanced Islamic education while offering practical recommendations for teachers and educational institutions seeking to integrate digital learning innovations into religious education classrooms.

Unlike previous studies that mainly evaluated the effectiveness of digital quizzes through learning outcomes, this study emphasizes the implementation process within a real classroom context. It explores the interactions among teachers, students, instructional practices, and institutional conditions that shape the successful integration of interactive digital quizzes in Fiqh learning. By providing an in-depth qualitative perspective, this study offers empirical evidence that complements the predominantly quantitative literature and contributes to the development of technology-enhanced pedagogy in Islamic education.

RESEARCH METHODS

This study employed a qualitative approach using a descriptive case study design to obtain an in-depth understanding of the implementation of interactive digital quizzes as an instructional innovation in Fiqh learning. A qualitative case study was considered appropriate because it enabled the researchers to explore participants' experiences, perceptions, and classroom practices within their natural educational setting.

The research was conducted at Mauidzul Amin Islamic Junior High School, Pegantenan District, Pamekasan Regency, Indonesia. The school was purposively selected because it had integrated interactive digital quizzes into Fiqh instruction as part of its efforts to enhance students' learning engagement and understanding. The study was conducted over a one-month period, from 14 December 2025 to 14 January 2026.

The participants consisted of one school principal, one Fiqh teacher, and two students representing Grades VII and VIII who had actively participated in Fiqh learning using interactive digital quizzes. Purposive sampling was employed to select participants based on their direct involvement in the implementation of digital quiz-based learning and their ability to provide rich information relevant to the research objectives. The school principal and the Fiqh teacher were selected because of their roles in managing and implementing instructional innovation, while the two students were selected as representatives of learners who had experienced the use of interactive digital quizzes during Fiqh learning.

Data were collected through classroom observations, semi-structured interviews, and document analysis. The first research visit was conducted to obtain research permission, establish rapport with participants, and familiarize the researchers with the school setting. The second visit involved classroom observation during the implementation of interactive digital quizzes, followed by semi-structured interviews with the school principal, the Fiqh teacher, and two student representatives. Classroom observations focused on the implementation of interactive digital quizzes, teacher–student interactions, students' participation, and classroom learning activities. Interviews were conducted in three interview sessions, consisting of one interview with the school principal, one interview with the Fiqh teacher, and one interview session involving the two student representatives. Documentary evidence, including lesson plans, teaching modules, learning materials, photographs, and other relevant school documents, was analyzed to support and verify the findings obtained from observations and interviews.

Data analysis followed the interactive model proposed by Miles, Huberman, and Saldaña, which consisted of data condensation, data display, and conclusion drawing and verification (Huberman, 2017). Interview transcripts, observation notes, and documentary evidence were first coded to identify meaningful units of information. Similar codes were subsequently grouped into broader categories, from which major themes were generated through continuous comparison

Sosioedukasi
JURNAL ILMIAH ILMU PENDIDIKAN DAN SOSIAL
ISSN: 2086-6135 E-ISSN: 2541-612x
Volume 15 No. 3. September 2026 https://ejournal.unibabwi.ac.id/index.php/sosioedukasi/index

across multiple data sources until coherent interpretations were obtained. To enhance the trustworthiness of the findings, data credibility was ensured through source triangulation and methodological triangulation by comparing information obtained from observations, interviews, and documentary evidence. In addition, prolonged engagement in the research setting and careful interpretation of participants' responses were employed to strengthen the credibility and dependability of the study.

RESULTS AND DISCUSSION

Planning and Preparation of Interactive Digital Quizzes in Fiqh Learning

The findings revealed that the implementation of interactive digital quizzes in Fiqh learning was preceded by careful instructional planning conducted by the teacher. Before each lesson, the teacher identified the intended learning objectives, selected the relevant Fiqh topics, and developed quiz questions that corresponded with the expected learning outcomes. The questions were subsequently uploaded to digital platforms, particularly Quizizz and Kahoot, allowing students to participate through smartphones or school-provided laptops. This planning stage was considered essential because it ensured that the digital quizzes functioned not merely as assessment tools but also as instructional media designed to reinforce students' conceptual understanding. Classroom observations further indicated that the teacher adjusted the level of question difficulty according to students' abilities and incorporated immediate feedback into each activity to facilitate reflection and self-evaluation.

Interview findings confirmed the importance of systematic preparation before implementing digital quizzes. The Fiqh teacher explained that every quiz was designed based on the instructional indicators and learning objectives established in the lesson plan. Rather than emphasizing memorization, the quizzes were intended to encourage students to analyze concepts and apply Islamic legal principles in appropriate contexts. The teacher also highlighted that digital quiz platforms enabled efficient classroom assessment because students' responses, scores, and misconceptions could be identified immediately after the learning activity. Similarly, the school principal acknowledged that teachers were encouraged to integrate digital learning technologies into classroom instruction through continuous academic supervision, participation in teacher professional development programs, and institutional support for instructional innovation.

The convergence of observation, interview, and documentary evidence suggests that successful implementation of interactive digital quizzes depended largely on thorough instructional preparation. Lesson plans, digital learning materials, and well-designed quiz questions ensured that classroom activities were aligned with curriculum objectives while maintaining students' engagement throughout the learning process. These findings demonstrate that educational technology alone does not automatically improve learning quality; rather, its effectiveness depends on teachers' pedagogical competence in designing meaningful learning experiences. Therefore, careful planning constituted the initial foundation for the successful integration of interactive digital quizzes into Fiqh learning.

These findings indicate that instructional planning functions as the pedagogical foundation for successful technology integration rather than merely serving as administrative preparation. From the perspective of constructivist learning theory, carefully designed digital quizzes enable teachers to organize learning experiences that actively engage students in constructing conceptual understanding through continuous interaction and feedback. This explains why the effectiveness of interactive digital quizzes was strongly influenced by teachers' pedagogical competence instead of the technology itself. The findings therefore reinforce previous studies emphasizing that technology contributes positively to learning only when it is integrated through purposeful instructional design rather than simply introduced as a digital tool (Setyawan & Hadi, 2023; Ramadhan et al., 2025).

Classroom Implementation of Interactive Digital Quizzes

The classroom implementation of interactive digital quizzes followed a structured instructional sequence that integrated conventional teaching with technology-enhanced learning activities. At the beginning of each lesson, the teacher introduced the Fiqh topic and explained its key concepts through brief classroom instruction. Once students had acquired the necessary background knowledge, they were invited to participate in an interactive quiz using Quizizz or Kahoot. Students accessed the quizzes through their smartphones or school-provided laptops, while the teacher monitored their participation and provided guidance whenever technical or conceptual difficulties emerged. Throughout the activity, the digital platforms displayed scores, rankings, and immediate feedback, creating an engaging learning atmosphere that encouraged students to remain actively involved until the completion of the lesson.

Sosioedukasi
JURNAL ILMIAH ILMU PENDIDIKAN DAN SOSIAL
ISSN: 2086-6135 E-ISSN: 2541-612x
Volume 15 No. 3. September 2026 https://ejournal.unibabwi.ac.id/index.php/sosioedukasi/index

Observational data demonstrated substantial changes in students' classroom participation after the implementation of interactive digital quizzes. Compared with conventional lecture-based instruction, students became more enthusiastic about answering questions, discussing answers with their peers, and responding to teachers' explanations. The competitive elements embedded within the quiz platforms motivated students to concentrate on each question while simultaneously encouraging collaborative learning through peer discussion after the quizzes were completed. Interview findings further revealed that students perceived the quizzes as enjoyable learning activities rather than formal examinations. They reported that the game-like features reduced learning boredom, increased their confidence in answering Fiqh questions, and encouraged them to participate more actively during classroom discussions.

The findings indicate that the implementation of interactive digital quizzes transformed the learning environment from predominantly teacher-centered instruction into a more student-centered learning experience. Instead of functioning merely as recipients of information, students became active participants who interacted continuously with learning materials, classmates, and teachers throughout the instructional process. This increased interaction fostered greater classroom engagement, improved communication between teachers and students, and promoted a more dynamic learning environment (Ashari et al., 2023; Zainuddin et al., 2026). Consequently, the integration of interactive digital quizzes successfully enhanced students' participation while creating meaningful and enjoyable learning experiences within Fiqh education.

This finding may be explained by the interactive characteristics of digital quiz platforms, which combine immediate feedback, gamification, and collaborative learning into a single instructional activity. These features encourage students to become cognitively and socially engaged throughout the lesson rather than remaining passive recipients of information. In the context of Fiqh learning, where understanding religious concepts requires discussion and reflection, interactive digital quizzes provide opportunities for students to negotiate meaning, clarify misconceptions, and strengthen conceptual understanding through peer interaction. Consequently, the instructional innovation supports the implementation of student-centered learning in Islamic education.

The Contribution of Interactive Digital Quizzes to Students' Learning Understanding

The findings demonstrate that interactive digital quizzes made a meaningful contribution to improving students' understanding of Fiqh concepts. Classroom observations showed that students were able to answer conceptual questions more accurately after participating in quiz-based learning activities. Rather than relying solely on memorization, students demonstrated a better ability to explain religious concepts, identify appropriate legal rulings, and relate the learning materials to everyday situations. The immediate feedback provided by the digital platforms enabled students to recognize incorrect responses and understand the correct concepts during the learning process. Consequently, learning became a continuous process of reflection and improvement rather than merely completing assessment tasks.

Interview data consistently supported these observations. The Fiqh teacher explained that the digital quizzes encouraged students to think critically before selecting answers because every question required them to understand the underlying concepts rather than simply recalling information. The school principal also reported noticeable improvements in students' classroom performance and learning outcomes following the implementation of quiz-based instruction. According to the participants, students became more confident in expressing their opinions, asking questions, and explaining Fiqh concepts during classroom discussions. Student interviews further confirmed that interactive quizzes made learning more enjoyable and reduced the perception that Fiqh was a difficult and monotonous subject. Instead, students perceived the learning activities as both engaging and intellectually stimulating.

The findings indicate that the contribution of interactive digital quizzes extended beyond increasing classroom participation. The instructional innovation strengthened students' conceptual understanding by combining active learning, immediate feedback, and continuous formative assessment within a single learning environment. Students not only became more motivated to participate but also demonstrated greater confidence in applying their knowledge during classroom activities. These findings suggest that interactive digital quizzes function as effective instructional media that support meaningful learning, facilitate conceptual understanding, and promote higher levels of cognitive engagement in Fiqh education.

The improvement in students' conceptual understanding can be interpreted through the formative assessment perspective, in which immediate feedback allows learners to recognize misconceptions and revise their understanding before incorrect concepts become permanent. Rather than functioning solely as an assessment instrument, interactive digital quizzes create repeated opportunities for reflection, self-correction, and concept reinforcement. This mechanism

Sosioedukasi
JURNAL ILMIAH ILMU PENDIDIKAN DAN SOSIAL
ISSN: 2086-6135 E-ISSN: 2541-612x
Volume 15 No. 3. September 2026 https://ejournal.unibabwi.ac.id/index.php/sosioedukasi/index

is particularly important in Fiqh learning because students are expected not only to remember Islamic legal concepts but also to understand their underlying principles and apply them appropriately in everyday life. Therefore, the findings extend previous quantitative evidence by explaining the pedagogical processes through which interactive digital quizzes contribute to deeper conceptual learning.

Supporting and Inhibiting Factors in the Implementation of Interactive Digital Quizzes

The findings identified several supporting factors that contributed to the successful implementation of interactive digital quizzes in Fiqh learning. Classroom observations and interview data consistently indicated that students demonstrated strong interest in technology-based learning activities, making them highly receptive to the use of digital quiz platforms. In addition, the Fiqh teacher showed a high level of pedagogical readiness by carefully designing quiz questions that aligned with the learning objectives and students' cognitive levels. Institutional support also played a significant role, as the school principal encouraged teachers to adopt innovative instructional practices through academic supervision, professional development programs, and continuous motivation (Hanifa & Wahyuni, 2025). Furthermore, the availability of internet access and students' personal digital devices facilitated the integration of interactive quizzes into regular classroom instruction.

Despite these positive conditions, several challenges emerged during the implementation process. The most frequently reported obstacle was unstable internet connectivity, particularly when many students accessed the digital platforms simultaneously. Technical interruptions occasionally delayed students' responses or prevented quiz submissions from being recorded successfully. Another challenge concerned unequal access to personal digital devices, requiring some students to complete learning activities collaboratively rather than individually. Interview data also revealed that preparing high-quality digital quizzes required considerable time and effort from teachers because every activity had to be aligned with instructional objectives while maintaining students' interest. Additionally, several students tended to prioritize competition, scores, and leaderboard rankings over conceptual understanding, requiring teachers to continuously remind them that the primary purpose of the quizzes was meaningful learning rather than winning the competition.

The findings demonstrate that the effectiveness of interactive digital quizzes was determined by the interaction of technological, pedagogical, and institutional factors. Adequate digital infrastructure, supportive school leadership, teacher competence, and students' readiness collectively strengthened the implementation of technology-enhanced learning. Conversely, technical limitations and differences in students' access to digital resources occasionally reduced the efficiency of classroom activities but did not diminish the overall educational benefits of the instructional innovation. These findings suggest that maximizing the effectiveness of interactive digital quizzes requires not only appropriate technology but also continuous institutional support, teacher professional development, and equitable access to digital learning resources to ensure that all students can participate effectively in technology-assisted Fiqh learning.

These findings suggest that the success of technology-enhanced learning depends on the interaction between technological infrastructure, teacher competence, and institutional readiness rather than on digital technology alone. Even when technical limitations such as unstable internet connections were encountered, effective classroom management and teachers' pedagogical adaptability enabled learning activities to continue successfully. This indicates that educational innovation is fundamentally a socio-pedagogical process in which technology serves as a supporting medium instead of the primary determinant of learning success. Similar conclusions have been reported in previous studies emphasizing that sustainable digital learning requires organizational commitment alongside teachers' instructional competence.

Table 1. Supporting and Inhibiting Factors Affecting the Implementation of Interactive Digital Quizzes in Fiqh Learning

Supporting Factors	Inhibiting Factors
Teachers' pedagogical competence	Unstable internet connection
School leadership	Limited digital devices
Students' digital readiness	Different levels of digital literacy
Adequate technological facilities	Additional preparation time

Table 1 summarizes the supporting and inhibiting factors identified during the implementation of interactive digital quizzes in Fiqh learning. These findings indicate that successful technology integration depends not only on technological availability but also on teachers' pedagogical competence, institutional support, and students' readiness.

Sosioedukasi
JURNAL ILMIAH ILMU PENDIDIKAN DAN SOSIAL
ISSN: 2086-6135 E-ISSN: 2541-612x
Volume 15 No. 3. September 2026 https://ejournal.unibabwi.ac.id/index.php/sosioedukasi/index

DISCUSSION

Classroom Implementation of Interactive Digital Quizzes

The implementation of interactive digital quizzes transformed the instructional process from a predominantly teacher-centered approach into a more student-centered learning environment. The integration of Quizizz and Kahoot encouraged students to participate actively throughout the learning process rather than passively receiving information from the teacher. Students were required to analyze questions, make decisions within a limited time, and immediately evaluate their responses based on the feedback provided by the digital platforms (Walangadi & Pratama, 2020). Such learning experiences promoted active engagement and continuous interaction between students, teachers, and learning materials. These findings suggest that interactive digital quizzes function not only as assessment tools but also as instructional media capable of facilitating meaningful classroom interaction and promoting active learning in Fiqh education.

This finding is supported by the Fiqh teacher, who explained that the implementation of interactive digital quizzes changed students' classroom behavior:

"After I introduced digital quizzes, almost all students became actively involved. Even those who were usually quiet became enthusiastic about answering questions because the quiz created a more enjoyable and competitive learning atmosphere." (Fiqh Teacher)

Students also perceived the quizzes as enjoyable learning experiences rather than formal assessments. One student stated:

"I become more enthusiastic when learning Fiqh through quizzes because it feels like playing a game. I also remember the material better because I have to think carefully before answering the questions." (Student)

The positive classroom engagement observed in this study can be explained through the perspective of gamification theory proposed by Karl M. Kapp, which argues that integrating game elements such as challenges, points, rankings, and immediate feedback into educational activities increases learners' motivation and participation. The competitive yet enjoyable learning atmosphere created through Quizizz and Kahoot encouraged students to remain focused while maintaining high levels of enthusiasm during classroom activities (Kapp, 2012). Rather than perceiving quizzes as formal examinations, students viewed them as enjoyable learning experiences that stimulated curiosity and sustained attention. This finding reinforces the argument that gamification enhances students' emotional and cognitive engagement, thereby creating learning environments that are more interactive, motivating, and conducive to meaningful knowledge construction.

The principal also emphasized that instructional innovation required continuous pedagogical support:

"Academic supervision, teacher participation in professional development, and openness to innovation encourage teachers to continuously improve their classroom practices." (Principal)

The implementation of interactive digital quizzes reflects the principles of student-centered learning, where teachers act primarily as facilitators who guide students in constructing knowledge through active participation. Instead of relying exclusively on lectures, teachers designed learning experiences that encouraged discussion, collaboration, and immediate reflection on students' responses. The availability of real-time feedback enabled teachers to identify misconceptions promptly and provide additional explanations whenever necessary. This instructional process strengthened communication between teachers and students while fostering collaborative learning among peers. Therefore, the findings indicate that the successful implementation of interactive digital quizzes is not solely determined by technological features but also by teachers' pedagogical competence in designing learning activities that encourage interaction, reflection, and conceptual understanding.

CONCLUSION

The findings demonstrate that interactive digital quizzes constitute an effective instructional innovation for enhancing students' understanding of Fiqh learning. The integration of Quizizz and Kahoot created a more interactive, student-centered learning environment by encouraging active participation, immediate feedback, collaborative learning, and deeper conceptual understanding. The successful implementation of digital quizzes was supported by teachers' pedagogical competence, school leadership, students' readiness to use digital technologies, and the availability of supporting infrastructure. Nevertheless, challenges related to internet connectivity, unequal access to digital devices, and teachers' preparation time remain important considerations for sustainable implementation.

This study contributes to the development of digital learning in Islamic education by providing qualitative evidence on how interactive digital quizzes are implemented within authentic Fiqh classroom practices. Unlike previous studies that primarily emphasized learning outcomes, this research explains the pedagogical processes and contextual factors that shape the successful integration of digital quizzes in Fiqh instruction. These findings extend current knowledge by demonstrating that the educational value of interactive digital quizzes lies not only in improving learning outcomes but also in promoting meaningful learning experiences through active student engagement and continuous formative feedback.

From a practical perspective, schools should strengthen digital infrastructure and provide continuous professional development that equips teachers with the pedagogical skills needed to design meaningful technology-supported learning activities. Teachers are encouraged to use interactive digital quizzes not only as assessment tools but also as instructional media that promote conceptual understanding, reflection, and active learning in Fiqh education.

Future studies are recommended to examine the implementation of interactive digital quizzes across different Islamic education subjects and educational levels using mixed-methods or longitudinal approaches to generate broader evidence regarding their long-term impact on students' learning processes and educational outcomes.

REFERENCES

Ashari, M. K., Rohmah, A. N., & Yudi, U. (2023). Joyful learning with app-based interactive quizzes in senior high schools in the digital era. *Jurnal Cendekia Media Komunikasi Penelitian Dan Pengembangan Pendidikan Islam*, *15*(02), 210–228.

Faizah, H., & Kamal, R. (2024). Belajar dan Pembelajaran. *Jurnal Basicedu*, *8*(1), 466–476. https://doi.org/10.31004/basicedu.v8i1.6735

Fitri, E., Roswita, & Muliani, S. (2024). Penerapan Quiz Interaktif Berbasis Digital Dalam Meningkatkan Pemahaman Materi Keislaman Di SMP Negeri 7 Rambah Hilir. *EduSpirit: Jurnal Pendidikan Kolaboratif*, *1*(2), 592–597.

Hanifa, I. P., & Wahyuni, E. D. (2025). Pengembangan Media Pembelajaran dalam Menciptakan Suasana Belajar yang Nyaman untuk Menumbuhkan Kreativitas Siswa. *AL MIDAD: Jurnal Ilmu Pendidikan Dan Studi Keislaman*, *2*(1), 12–21.

Hidayatullah. (2025). Efektivitas Penggunaan Aplikasi Quizizz dalam Meningkatkan Pemahaman Mahasiswa pada Mata Kuliah Pendidikan Agama Islam. *Zaheen: Jurnal Pendidikan, Agama Dan Budaya*, *1*(1), 127–138.

Huberman, M. &. (2017). *Metode Penelitian: Suatu Pendekatan*. Jakarta: Bumi Aksara.

Jong, A., & Tacoh, Y. T. B. (2024). Pemanfaatan Aplikasi Quizizz untuk Meningkatkan Motivasi Belajar Siswa. *Jurnal Dimensi Pendidikan Dan Pembelajaran*, *12*(1), 131–147. https://doi.org/10.24269/dpp.v12i1.7344

Kapp, K. M. (2012). *The gamification of learning and instruction: game-based methods and strategies for training and education*. John Wiley & Sons.

Kusnadi, E., & Azzahra, S. A. (2024). Penggunaan Media Pembelajaran Interaktif Berbasis Wordwall Dalam Meningkatkan Motivasi Belajar Peserta Didik Pada Mata Pelajaran PPKn Di MA Al Ikhlash Padakembang Tasikmalaya. *Jurnal Dimensi Pendidikan Dan Pembelajaran*, *12*(2), 323–339. https://doi.org/10.24269/dpp.v12i2.9526

Maulidina, N., Imamah, T. A., & Dewi, I. Y. M. (2025). Strategi Guru Melalui Penggunaan Media Pembelajaran Kreatif Dalam Meningkatkan Partisipasi Siswa Kelas 4 SDN Bangselok 1. *Jurnal Multidisiplin Ilmu Akademik*, *2*(2), 217–230. https://doi.org/10.61722/jmia.v2i2.4287

Nursakinah, Sulistian, E., & Muhammad. (2025). Transformasi Peran Guru Sekolah Dasar Sebagai Fasilitator Pembelajaran Abad Ke-21. *DIKSI: Jurnal Kajian Pendidikan Dan Sosial*, *6*(2), 289–295. https://doi.org/10.53299/diksi.v6i2.1954

Pianda, D. (2018). *Kinerja Guru: Kompetensi Guru, Motivasi Kerja dan Kepemimpinan Kepala Sekolah*. CV Jejak.

Prasasti, A., Depriyanti, Yulianti, E., Fitroh, F., & Tauhid, I. (2025). Pendidikan Fiqih Islam Untuk Meningkatkan Pemahaman Agama. *QOUBA: Jurnal Pendidikan*, *2*(2), 342–348. https://doi.org/10.61104/qb.v2i2.501

Ramadhan, M. F., Arif, M. R., Nurjannah, Rahmayanti, N. S., & Khoerunnisa, P. (2025). Implementasi Metode Pembelajaran Kuis Interaktif untuk Meningkatkan Hasil Belajar Siswa di Kelas X-4 SMAN 2 Karawang. *Hikmah: Jurnal Studi Pendidikan Agama Islam*, *2*(2), 73–87. https://doi.org/10.61132/hikmah.v2i2.880

Restu, Y. M., Dzulkipli, M. T., Alamsyah, H. F., Khoirunnisa, Y., & Sa'adah, S. S. (2026). Strategi Pembelajaran Fiqih Dengan Pendekatan Kontekstual Mengaitkan Hukum Islam Dengan Kehidupan Sehari-Hari Di SMAN 1

Cihaurbeuti Kabupaten Ciamis. *An-Nahdloh: Journal of Education and Islamic Studies*, *1*(3), 1067–1086. https://doi.org/10.58788/jeis.v1i3.111

Sani, R. A. (2022). *Inovasi Pembelajaran*. Bumi Aksara.

Sari, A. P., & Munir, M. (2024). Pemanfaatan Teknologi Digital Dalam Inovasi Pembelajaran Untuk Meningkatkan Efektivitas Kegiatan Di Kelas. *Digital Transformation Technology*, *4*(2), 977–983. https://doi.org/10.47709/digitech.v4i2.5127

Setyawan, E., & Hadi, S. (2023). Upaya Meningkatkan Prestasi Belajar Mata Pelajaran Fiqih. *Althanshia: Jurnal Pendidikan Agama Islam*, *1*(1), 50–60. https://doi.org/10.53627/jal.v1i1.5020

Suparlan. (2021). Pengaruh Penggunaan Media Televisi Dalam Pembelajaran Untuk Memperbaiki Perilaku Siswa Di Sekolah Dasar. *PANDAWA*, *3*(2), 269–278. https://doi.org/10.36088/pandawa.v3i2.1192

Walangadi, H., & Pratama, W. P. (2020). Meningkatkan Pemahaman Belajar Siswa Menggunakan Media Video Animasi 2D. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, *4*(3), 201–208. https://doi.org/10.37905/aksara.4.3.201-208.2018

Wati, E. D. S., Fiqry, R., Nurgufriani, A., Yulianci, S., & Hakim, A. R. (2025). Efektivitas Media Pembelajaran Interaktif Berbasis Quizizz Dalam Meningkatkan Minat Belajar Siswa Kelas V Pada Materi Hidup Dan Bertumbuh. *JagoMIPA: Jurnal Pendidikan Matematika Dan IPA*, *5*(2), 585–593. https://doi.org/10.53299/jagomipa.v5i2.1687

Zainuddin, Z., Sailer, M., Bai, S., Churiyah, M., & Winarno, A. (2026). Quiz-based inquiry: embedding incrementally sequenced questions to enhance engagement and learning in synchronous online lectures: Z. Zainuddin et al. *Educational Technology Research and Development*, 1–37.