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## The Influence of Quizizz Media Within the Team Games Tournament (TGT) Learning Approach on the Achievement of Fiqh Learning Outcomes Among Tenth-Grade Students at MA Masalilik Huda


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**Kata Kunci:**  
Quizizz, Team Games Tournament (TGT), hasil belajar, Fiqh, pembelajaran berbasis teknologi, interaksi siswa.

**Abstrak:** Penelitian ini membahas tentang Pendidikan Guru Madrasah Ibtidaiyah Integrasi nilai Islami dalam pembelajaran. Pendidikan Guru Madrasah Ibtidaiyah (PGMI) menjadi strategi penting untuk mempersiapkan generasi Masyarakat 5.0 yang berakhlak mulia di tengah kemajuan teknologi dan pergeseran nilai sosial. Penelitian ini bertujuan mengkaji pendekatan integrasi nilai Islami dalam pembelajaran PGMI melalui tinjauan pustaka, dengan fokus pada pengembangan kurikulum berbasis nilai, metode pembelajaran, tantangan implementasi, dan strategi penguatan. Kajian pustaka menganalisis buku, jurnal ilmiah, dan laporan resmi terkait PGMI dan Masyarakat 5.0. Hasil kajian menunjukkan bahwa integrasi nilai Islami efektif melalui pendekatan interdisipliner, keteladanan dosen, dan pemanfaatan teknologi. Tantangan utama meliputi keterbatasan literasi digital dosen, resistensi terhadap kurikulum modern, dan pengaruh budaya digital. Strategi penguatan mencakup pelatihan dosen, revisi kurikulum kontekstual, dan kolaborasi dengan komunitas. Penelitian ini menyimpulkan bahwa integrasi nilai Islami dalam PGMI perlu dioptimalkan untuk menghasilkan guru MI yang mampu membentuk generasi bermoral.

**Keywords:**

**Abstract:** This study aims to analyze the effect of using Quizizz media within the Team Games Tournament (TGT) learning approach on

Quizizz, Team Games Tournament (TGT), learning outcomes, Fiqh, technology-based learning, student engagement.

improving students' learning outcomes in the Fiqh subject among tenth-grade students at MA Masalikil Huda. Specifically, the objectives of this research are: (1) to explain how the implementation of Quizizz can enhance student interaction and engagement during the learning process, and (2) to examine the extent to which the TGT method influences students' academic achievement. The research employed a quantitative approach with a quasi-experimental design, involving two evaluation stages: pretest and posttest. Data were collected through learning achievement tests and analyzed using the Paired Sample t-Test and simple linear regression test with the assistance of IBM SPSS Statistics 26. The results revealed a significant difference between pretest and posttest scores, with an increase in the average learning outcome from 72 to 80 and a significance value of  $0.014 < 0.05$ . These findings demonstrate that the integration of Quizizz media within the TGT method effectively enhances students' understanding, motivation, and active participation in Fiqh learning. The implications of this study emphasize the importance of adopting technology-based and collaborative learning innovations to create more interactive, effective, and meaningful learning experiences within the Islamic educational context.

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## INTRODUCTION

Learning media play a pivotal role in enhancing students' academic achievement and learning outcomes. In general, learning media serve as supportive tools that facilitate the teaching and learning process. These media encompass a variety of elements designed to stimulate students' thoughts, emotions, attention, and skills with the goal of promoting a more effective learning experience. As physical instruments, learning media deliver educational material through multiple formats such as books, films, videos, and other visual aids.

Learning media can be classified into several categories, including moving audio-visual media and static audio-visual media. The use of learning media offers numerous benefits clarifying concepts to avoid overly verbal instruction, overcoming limitations of space, time, and resources, and increasing students' motivation to learn. Moreover, learning media function as instructional aids that help create learning environments that are effective, engaging, and enjoyable. Through thoughtful implementation, learning media not only support the delivery of educational content but also enhance the overall quality of the learning process by making it more interactive and meaningful for students (Luh & Ekayani, 2021).

As a means of communication and interaction, learning media serve as an essential source of knowledge for students. In addition, these media facilitate teachers in delivering lessons, enhance the quality of interaction between teachers and students, and improve both the effectiveness and efficiency of the learning process. By bridging communication gaps and providing engaging learning experiences, instructional media help create a dynamic classroom environment where knowledge transfer becomes more meaningful and participatory (Wahid, 2018). Quizizz is a game-based digital learning platform that provides online quizzes and interactive presentations designed to assist educators in delivering instructional material more effectively. It enhances students' understanding by transforming assessments and reviews into engaging learning experiences through elements of gamification, such as points, leaderboards, and instant feedback. This approach not only helps teachers evaluate student comprehension in real time but also motivates learners to participate actively and enjoy the learning process (Ernawati et al., 2023; Santy Handayani et al., 2023). Team Games Tournament (TGT) is one of the cooperative learning models designed to enhance student participation through group work and competition. In this model, students are divided into small groups that collaborate to prepare for and complete learning tasks. Each group then competes in a tournament focused on mastery of the subject matter, with the goal of improving learning outcomes through social interaction and peer collaboration. This approach not only encourages teamwork and active engagement but also fosters responsibility and mutual support among students, making the learning process more dynamic, enjoyable, and effective (Novia et al., 2022).

Research on the use of Quizizz as a learning medium has been extensively conducted by various scholars. Based on a review of previous studies, at least four main

research strands can be identified concerning the use of Quizizz in educational contexts. First, several studies conclude that there is a positive influence of using Quizizz on students' learning outcomes. These findings indicate that integrating Quizizz into classroom instruction not only enhances students' understanding of the material but also fosters greater motivation, engagement, and enjoyment during the learning process (Baidha et al., 2024; Ningsih, 2022; Pambudi & Eraku, 2023). Nevertheless, most of these studies have been limited to measuring learning outcomes in general, without focusing on specific subject areas such as Fiqh. Therefore, further research is needed to gain a deeper understanding of how Quizizz influences student learning outcomes within particular subject contexts, including Fiqh.

Second, a number of scholars have examined the connection between the use of Quizizz and the Team Games Tournament (TGT) method and how their integration contributes to enhancing students' learning motivation. These studies highlight that combining interactive digital platforms with cooperative learning strategies can stimulate active participation, foster collaboration, and create a more engaging classroom atmosphere, ultimately leading to improved academic performance (Chika Vindi Pramita, 2023; Liantri et al., 2024).

However, although numerous studies have examined the influence of digital media on learning motivation, research that specifically explores how Quizizz and the Team Games Tournament (TGT) model affect students' motivation in Fiqh subjects, as well as the factors that moderate this influence, remains very limited. Third, several researchers have conducted in-depth investigations into the relationship between Quizizz and the TGT method with students' collaboration skills. These studies reveal that the combination of digital interactive media and cooperative learning models fosters teamwork, mutual respect, and shared responsibility among students. By engaging in group-based competitions and problem-solving activities, learners not only improve their academic understanding but also develop essential social and communication skills that contribute to holistic learning development (Sa'diyyah et al., 2024). However, studies that examine this collaborative aspect in relation to improving students' learning achievement particularly within the context of Fiqh education remain scarce. The element of collaboration deserves further investigation to understand how group work established through the Team Games Tournament (TGT) model can deepen students' comprehension of Fiqh concepts and their practical applications.

Fourth, there are empirical studies that explore the contribution of Quizizz and the TGT approach in accelerating the development of students' critical thinking skills. These studies suggest that the integration of interactive digital tools and cooperative learning strategies encourages analytical reasoning, problem-solving, and reflective thinking. Through this synergy, students are not only able to grasp subject matter more effectively but also cultivate higher-order cognitive abilities essential for independent learning and intellectual growth (Kunye et al., 2025; Mahardika et al., 2024). However, research examining how these two approaches, Quizizz and the Team Games Tournament (TGT)

method, can specifically enhance critical thinking skills in the context of Fiqh learning remains very limited. Further investigation is needed to identify the factors that facilitate the development of students' critical thinking abilities through the integration of Quizizz and TGT in Fiqh education.

Overall, although numerous studies have explored the influence of Quizizz media and the TGT method on various aspects of learning, there is still a notable lack of research that specifically investigates their application in Fiqh instruction at MA Masalikil Huda. This study seeks to address that research gap by examining the effect of using Quizizz media within the TGT learning approach on students' academic achievement in Fiqh among tenth-grade students at MA Masalikil Huda.

The objectives of this research are twofold: (1) to explain how the use of Quizizz media can enhance student interaction during the learning process, and (2) to analyze the extent to which the TGT method influences student learning outcomes. In addition, this study aims to provide a comprehensive depiction of students' performance in Fiqh and to assess the impact of these two instructional elements, Quizizz and TGT, on students' academic achievement.

The urgency of this research in the field of Islamic Education lies in its relevance to the challenges faced by educators in optimizing the learning process, particularly in Fiqh instruction. In Islamic education, innovative and effective learning methods are essential for improving students' comprehension of religious concepts while strengthening their character and critical thinking skills. The use of digital learning media such as Quizizz within a cooperative learning model like TGT holds great potential in addressing these challenges. This integration not only facilitates students' understanding of the material in a more engaging and interactive manner but also enhances their motivation, collaboration, and higher-order thinking skills.

Furthermore, improving students' achievement in Fiqh is crucial, considering the importance of developing a profound understanding of Islamic teachings as a foundation for daily life. By integrating technology with collaborative learning approaches, this research is expected to contribute significantly to the creation of a more effective, engaging, and meaningful learning environment, thereby enriching both the pedagogical practice and the quality of Islamic education in modern madrasah settings.

## METHOD

This study employed a quantitative approach as its primary research method. The research design utilized was a Pre-Experimental Design with a One-Group Pretest-Posttest model, which does not include a control or comparison group. Consequently, the study focused exclusively on testing a single group, the experimental group, to measure changes in students' learning outcomes before and after the implementation of the treatment. This design allowed the researcher to observe the direct effect of using Quizizz media within the Team Games Tournament (TGT) learning approach on students' Fiqh learning performance (Muhandis & Riyadi, 2023). This research design involved

administering an initial test (pretest) before the treatment and a final test (posttest) after the treatment was implemented. The pretest aimed to measure students' level of understanding of the subject matter prior to the intervention, thereby providing a baseline for comparison. Meanwhile, the posttest was conducted to assess students' learning outcomes after the treatment, allowing the researcher to evaluate the extent of improvement and changes that occurred as a result of the learning process (Novitasari et al., 2023).

In this study, the variables examined are represented by the relationship between the independent variable (X) and the dependent variable (Y). The independent variable (X) is the use of Quizizz as a learning medium implemented through the Team Games Tournament (TGT) learning method, which is expected to influence students' learning outcomes. The dependent variable (Y) is the students' learning achievement in the subject of Fiqh, which serves as the main focus of analysis in this research.

Within the one-group pretest–posttest design, the sample first received a pretest ( $O_1$ ) to measure the students' initial abilities or prior knowledge before the treatment. The treatment (X) in this study referred to the application of the Quizizz learning media within the TGT method. After the treatment was administered, the participants were given a posttest ( $O_2$ ) to measure any changes or improvements in their learning outcomes following the intervention.

The instrument used in this research consisted of an objective test specifically designed to assess students' learning performance. The results of the pretest and posttest were then compared to determine the effectiveness of the treatment in improving students' Fiqh learning outcomes (Novitasari et al., 2023).

**The population and sample of this study are presented in the following table**

**Table 1. Population and Research Sample**

Class	Male	Female	Number of Students (Population and Sample)
X MIA	10	10	20

Table 1 illustrates the population and sample used in this research. The study population consisted of tenth-grade students (Class X MIA) at MA Masalikil Huda, comprising 10 male students and 10 female students, for a total of 20 participants. This data provides a clear overview of the number and distribution of students who served as the research subjects. The population and sample were used to analyze the effect of using learning media within the Team Games Tournament (TGT) learning method on students' Fiqh learning outcomes.

The data collection technique employed in this study was the test method. The tests were designed as formative assessments in the form of multiple-choice questions administered at two specific stages before learning (pretest) and after learning (posttest). The pretest aimed to obtain baseline information regarding students' prior understanding of Fiqh before the intervention was applied. The posttest, on the other hand, was administered to collect data on students' learning outcomes after the implementation of the treatment, which involved the integration of the Team Games Tournament (TGT) learning method and the use of Quizizz as a digital learning medium.

The hypothesis testing was conducted using the Paired Sample t-Test (Kurniawan & Puspitaningtyas, 2016), applying the following formula:

$$t = \frac{X}{\sqrt{1 - r^2}}$$

Explanation:

t : The t-count value used for the significance test.

X : The regression coefficient value.

r : The correlation coefficient between the independent and dependent variables.

The hypothesis test results were analyzed by comparing the t-count ( $t_{hitung}$ ) with the t-table ( $t_{tabel}$ ) based on the following criteria:

1. If  $t_{count} > t_{table}$ , then  $H_0$  is rejected, which means that there is a significant influence of the Quizizz media within the Team Games Tournament (TGT) learning method on the Fiqh learning outcomes of tenth-grade students.
2. If  $t_{count} < t_{table}$ , then  $H_0$  is accepted, which means that there is no significant influence of the Quizizz media within the Team Games Tournament (TGT) learning method on the Fiqh learning outcomes of tenth-grade students.

In addition, this test can also be conducted by observing the t-significance value at the  $\alpha$  (0.05) level. The analysis is based on a comparison with the significance threshold of 0.05. In the t-test, the criteria are as follows:

1. If the t-significance value  $< 0.05$ , then  $H_0$  is rejected, meaning that the independent variable has a significant effect on the dependent variable.
2. If the t-significance value  $> 0.05$ , then  $H_0$  is accepted, meaning that the independent variable does not have a significant effect on the dependent variable.

The data were then analyzed using simple linear regression, which involves two variables: the independent variable and the dependent variable. The simple linear regression formula used in this study is as follows:

$$Y = \alpha + bX$$

Explanation:

Y : the subject of the dependent variable

X : the subject of the independent variable

$\alpha$  : constant

b : the regression coefficient as an indicator of whether the value of X shows an increase or a decrease.

## RESULT AND DISCUSSION

This research was conducted over the period from August 1, 2024, to August 31, 2024, during the first semester of the 2024/2025 academic year at MA Masalikil Huda Tahunan, Jepara. The study involved Class X MIA, consisting of 19 students, in the Fiqh subject. The research was carried out over three meetings, during which the Quizizz media was applied within the Team Games Tournament (TGT) learning method. This approach was expected to enhance both the effectiveness of the learning process and the students' academic performance.

The main objective of this study was to determine the difference in students' learning abilities and outcomes before and after the implementation of Quizizz media within the TGT learning method in the Fiqh subject for Class X at MA Masalikil Huda Tahunan.

Technically, the sequence of the research implementation was as follows:

### Introduction

At the beginning of the session, the teacher distributes a unique code to the students, which is used to join the quiz session. The students then enter this code to access the Quizizz platform. Once successfully logged in, they are instructed to fill in the username field with their respective names to ensure proper identification during the learning session.

This process ensures that every student actively participates in the quiz activity, which forms an integral part of the Team Games Tournament (TGT) learning method implemented in this study. By involving all students through this digital platform, the learning environment becomes more interactive, engaging, and competitive, aligning with the cooperative principles of TGT that emphasize teamwork, motivation, and academic achievement.

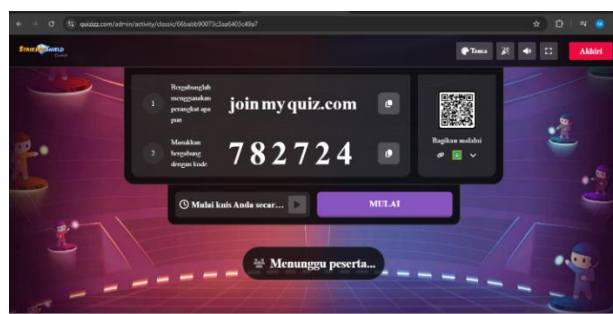
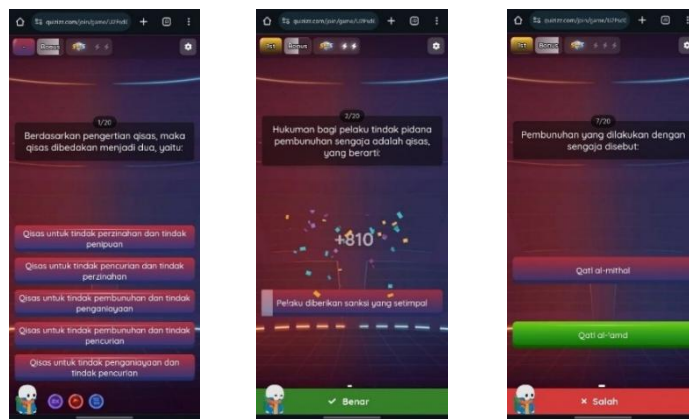


Figure 1. Game Code Display for Accessing Quizizz

### Quiz Participation Stag

In this stage, all students take the quiz simultaneously in the same classroom. After each student answers a question whether correctly or incorrectly they can immediately view the result on their individual Quizizz account screens. This process provides instant feedback, allowing students to know their scores right after completing all the quiz questions.

With this feature, students can easily monitor their performance throughout the learning session, while the teacher can also instantly view each student's ranking and results, facilitating a more efficient evaluation process and targeted follow-up in subsequent lessons.



**Figure 2. Quizizz Participation Interface**

The pretest learning outcomes were used to measure students' abilities before receiving instructional treatment and to assess their initial understanding of the material to be taught. This pretest provided an overview of the students' level of knowledge and readiness prior to the implementation of Quizizz media within the Team Games Tournament (TGT) learning method. The results of the learning assessment before the application of Quizizz in the TGT method for the Fiqh subject in Class XI are presented as follows:

**Table 2. Students' Pre-Test Results**

Score	Frequency
47	2
57	2
60	1
63	2
73	3
83	5
87	2
<b>Total</b>	<b>20</b>
<b>Average</b>	<b>72</b>

Based on the table above, it can be seen that in the pretest learning outcomes, the lowest score obtained was 47, while the highest score reached 87, with an average score of 72. The Minimum Mastery Criterion (KKM) established was 75. From these results, it appears that 10 students achieved scores above the KKM, while the other 10 students scored below it. This indicates that there are challenges in students' ability to grasp the learning material, suggesting the need for a specific intervention to enhance their understanding. Therefore, the use of Quizizz media in Fiqh learning is expected to help improve students' comprehension of the subject matter. After the implementation of Quizizz, students were given a posttest consisting of multiple-choice questions to measure whether there was an improvement in their learning outcomes after using the media.

The posttest learning outcomes, administered at the end of the learning process, were used to assess students' ability to understand the material that had been taught. The primary goal was to determine whether there was an improvement in learning outcomes following the application of Quizizz within the Team Games Tournament (TGT) learning method in the Fiqh subject for Class XI at MA Masalikil Huda Tahunan. This learning assessment measured students' cognitive aspects, particularly their knowledge encompassing recall and comprehension after the learning process. Once the test result data were collected, they were analyzed to address the research questions and hypotheses formulated in this study, in order to determine the extent of the impact of using Quizizz media on students' learning outcomes.

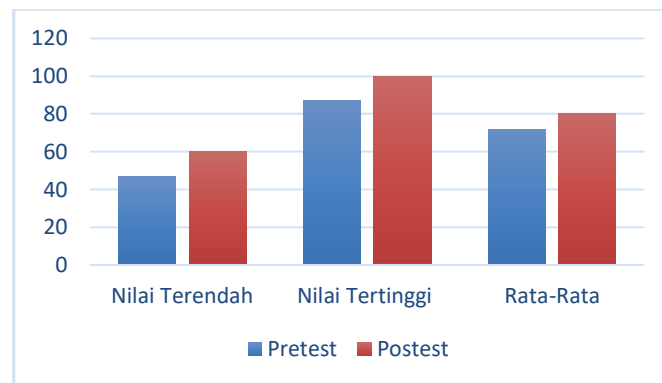
**Table 3. Students' Post-Test Results**

Score	Frequency
60	2
65	3
75	3
80	1
85	4
90	5
95	1
100	1
<b>Total</b>	<b>20</b>
<b>Average</b>	<b>80</b>

Based on the table above, it can be seen that in the posttest learning outcomes, the lowest score obtained was 60, while the highest score reached 100, with an average score of 80. The Minimum Mastery Criterion (KKM) established was 75. From these results, it is evident that 15 students achieved scores above the KKM, while 5 students scored below it. This indicates a significant improvement in students' learning outcomes after the implementation of Quizizz media within the Team Games Tournament (TGT) learning method. Thus, it can be concluded that the use of Quizizz media has a positive impact on

students' learning achievement in the Fiqh subject, as shown by the increase in students' scores after the application of this instructional approach.

Based on the analysis results, data were obtained regarding the learning performance of Class XI MIA students at MA Masalikil Huda in the Fiqh subject, both before (Pretest) and after (Posttest) the learning implementation. The recapitulation of students' learning outcomes from both tests is presented as follows:



**Figure 3. Students' Learning Scores Based on Pretest and Posttest**

Based on the figure above, there is a noticeable and significant difference between the students' learning outcomes during the pretest (before using Quizizz in the Team Games Tournament learning method) and the posttest (after the implementation of the media). The Minimum Mastery Criterion (KKM) set by the school is 75. In the pretest results, the lowest score obtained by students was 47, the highest was 87, with an average score of 72. Out of the total participants, 10 students achieved scores above the KKM, while the other 10 students scored below it.

Meanwhile, the posttest results indicate a considerable improvement, with the lowest score being 27, the highest 100, and an average score of 80. At this stage, only 5 students scored below the KKM, while 15 students successfully exceeded the mastery threshold.

### Hypothesis Testing

The hypothesis testing in this study was conducted to determine whether the proposed hypothesis should be accepted or rejected. Two types of analyses were employed in this process: the t-test and simple linear regression analysis.

The t-test was used to determine whether there was a significant difference between the independent variable and the dependent variable. This test was carried out using IBM SPSS Statistics 26, through the output displayed in the Paired Sample Test table.

The criteria for decision-making in the t-test are as follows:

1. If the significance value (2-tailed)  $< 0.05$ , then  $H_0$  is rejected and  $H_1$  is accepted, which means there is a significant difference between the conditions before and after the treatment for each variable.

2. Conversely, if the significance value (2-tailed)  $> 0.05$ , then  $H_0$  is accepted and  $H_1$  is rejected, indicating that there is no significant difference between the conditions before and after the treatment for the tested variable.

**Table 4. t-Test Results**

		Paired Differences					t	df	Sig. (2-tailed)
Pair		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
1	Pretest - posstest	-7,40000	12,22336	2,73323	-13,12071	-1,67929	-2,707	19	0,014

Based on the t-test results presented in the table above, the obtained t-value (tcount) is -2.707, with a significance value (2-tailed) of 0.014, while the level of significance ( $\alpha$ ) used is 0.05. Since  $0.014 < 0.05$ , and in accordance with the criteria for hypothesis testing, it can be concluded that  $H_0$  is rejected and  $H_1$  is accepted.

Furthermore, this decision is reinforced by comparing the tcount and ttable values. Based on the calculations, tcount = -2.707 and ttable = 1.222. Because  $|tcount| > ttable$  ( $2.707 > 1.222$ ), this result again indicates that  $H_0$  is rejected and  $H_1$  is accepted.

Therefore, it can be concluded that there is a significant difference between students' learning outcomes before and after the use of Quizizz media in the Team Games Tournament (TGT) learning method for the Fiqh subject. This finding demonstrates that the implementation of Quizizz has a positive impact on improving students' academic performance.

### Simple Linear Regression Test

The simple linear regression test in this study was used to determine whether there was a relationship between the two variables examined and to assess whether the relationship was linear. The analysis was carried out using IBM SPSS Statistics 26, with the results displayed in the ANOVA table.

The outcome of this test served as the basis for determining the extent to which the independent variable (X), in this case, the use of instructional media, affects the dependent variable (Y), namely students' learning outcomes. The decision-making criteria in this regression analysis were based on the obtained significance value.

If the significance value  $< 0.05$ , it can be concluded that there is a significant influence of variable X on variable Y. Conversely, if the significance value  $> 0.05$ , it can be concluded that there is no significant influence between the two variables.

Thus, the simple linear regression test serves as an essential tool to identify and measure the magnitude of the impact of using instructional media on the improvement of students' learning achievement.

**Table 5. Simple Linear Regression Test Results**

		ANOVA <sup>a</sup>				
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	743,638	1	743,638	6,860	.017 <sup>b</sup>
	Residual	1951,362	18	108,409		
	Total	2695,000	19			

a. Dependent Variable: posstest  
b. Predictors: (Constant), Pretest

The measurement of students' learning ability through the posttest conducted after the learning activities demonstrated that the use of Quizizz media within the Team Games Tournament (TGT) learning method had a positive impact on improving students' learning outcomes. Based on the posttest results, the average score obtained was 80, indicating an improvement compared to the previous pretest results.

This finding is supported by the t-test results, which showed a significance value of  $0.017 < 0.05$ , leading to the rejection of  $H_0$  and the acceptance of  $H_1$ . This means that there is a significant difference between learning outcomes before and after the use of Quizizz. The results are further reinforced by the comparison between  $t_{count} = 2.707$  and  $t_{table} = 1.222$ , where  $t_{count} > t_{table}$ , confirming that the use of Quizizz has a significant positive effect on improving students' learning achievement.

Furthermore, the simple linear regression test also revealed a significance value of  $0.017 < 0.05$ , indicating that the data are linear and homoscedastic (having uniform variance). Therefore, it can be concluded that the use of Quizizz media within the Team Games Tournament method has a significant influence on the learning outcomes of Fiqh subject students in Class XI at MA Masalikil Huda.

These findings are consistent with the results of both the t-test and F-test, which also demonstrated a positive influence. In addition to improving learning outcomes, the implementation of Quizizz positively affected the affective domain of students—they became more enthusiastic, active, and motivated throughout the learning process. This evidence confirms that integrating interactive digital media such as Quizizz within a collaborative learning approach like TGT not only enhances students' understanding of the material but also fosters a more enjoyable and meaningful learning experience.

## Discussion

In this study, the researcher first conducted a trial test of the research instrument on the class that would serve as the study subject. A total of 30 test items were administered to 20 students of Class XI MIA at MA Masalikil Huda with the aim of obtaining preliminary data as the basis for preparing the pretest and posttest instruments. The data obtained from this trial were analyzed through several testing stages to ensure that the instruments used were of good quality, valid and reliable. The tests conducted included validity testing, reliability testing, and item difficulty level analysis.

The validity test results indicated that out of 30 test items, 20 were declared valid and appropriate for use. The reliability test produced a Cronbach's Alpha coefficient of 0.778, indicating a high and consistent level of reliability. Furthermore, the difficulty level test showed that among the 30 questions, 2 were categorized as difficult, 8 as moderate, and 10 as easy. Based on these findings, the instrument was deemed suitable for use in the research as pretest and posttest material to measure students' learning achievement.

The learning process was carried out in three meetings. The first meeting, held on Friday, July 26, 2024, began with greetings, prayers, and introductions, followed by an ice-breaking activity involving a motivational chant to create a positive classroom atmosphere. During this session, the researcher delivered the material without using any specific media or instructional method. After the lesson, a pretest was given to assess students' initial knowledge. Observations revealed that most students appeared less enthusiastic, passive, and unengaged, as indicated by minimal responses to the questions posed.

The second meeting, conducted on Friday, August 2, 2024, followed a similar opening routine with greetings and prayers, but the main learning session applied the Team Games Tournament (TGT) method. Students were divided into small groups of 4–5 members each. Every group was given 10 questions to solve in turns, and the fastest and most accurate student earned points for their team. This activity fostered a competitive yet collaborative environment, with students showing increased enthusiasm, participation, and motivation. After the tournament, the researcher reviewed each question and encouraged discussion and Q&A, during which students began to demonstrate a deeper understanding of Fiqh concepts and answered questions more accurately.

The third meeting, held on Friday, August 9, 2024, began as usual with greetings and prayers, followed by a lesson review and evaluation using the Quizizz platform. Students accessed Quizizz through their devices' browsers and completed the quiz individually using a game code provided by the researcher. During this session, students showed high engagement and excitement, actively participating in the activity. Afterward, the researcher administered a posttest to evaluate learning progress after the implementation of Quizizz. By this stage, students displayed improved understanding of

Fiqh topics such as murder, assault, and qisas, and were able to connect these concepts with moral values to prevent negative behavior.

The pretest and posttest results showed a significant improvement in learning outcomes. In the pretest phase, the average score was 72, with the lowest score of 47 and the highest of 87. Out of 20 students, 10 (50%) scored above the Minimum Mastery Criterion (KKM) of 75, while the other 10 scored below it. After applying Quizizz through the TGT method, the posttest results revealed an average score of 80, with scores ranging from 60 to 100. At this stage, 15 students (75%) scored above the KKM, while only 5 students (25%) remained below.

These findings indicate that the use of Quizizz within the TGT method had a positive influence on the Fiqh learning outcomes of Class XI students at MA Masalikil Huda. Beyond quantitative improvement, the method also enhanced students' motivation, participation, and engagement, making the learning process more interactive, enjoyable, and meaningful.

Based on the data collected and analyzed, it can be concluded that there is a significant effect of using Quizizz media within the Team Games Tournament (TGT) approach on the Fiqh learning outcomes of Class XI students at MA Masalikil Huda. This conclusion is supported by the comparison of pretest and posttest scores, the highest score increased from 87 to 100, the lowest from 47 to 60, and the average from 72 to 80.

Statistical hypothesis testing further confirmed these results. The Paired Sample t-Test produced a t-value (tcount) of -2.707 with a significance level (2-tailed) of 0.014, while the significance threshold ( $\alpha$ ) was set at 0.05. Since  $0.014 < 0.05$ ,  $H_0$  was rejected and  $H_1$  accepted, indicating a significant difference between learning outcomes before and after using Quizizz. This was further reinforced by  $|tcount| > ttable$  ( $2.707 > 1.222$ ).

Additionally, the simple linear regression test showed a significance value of  $0.017 < 0.05$ , indicating that the relationship between Quizizz usage and students' learning outcomes was linear and significant. Therefore, it can be concluded that integrating Quizizz media with the TGT method not only enhances students' academic performance, but also strengthens their motivation, activeness, and engagement during the Fiqh learning process at MA Masalikil Huda.

These findings are consistent with previous studies that explored the effects of the TGT method when combined with Quizizz or other game-based learning instruments. For instance, Munir (2022) demonstrated that the implementation of Quizizz-assisted TGT significantly enhanced elementary students' mathematics learning outcomes ( $t = 5.665$ ;  $sig. = 0.000$ ) compared to those in the control class (Ahmad Misbahul Munir et al., 2022). Another study conducted in the context of science education using the TGT model assisted by a paper-based quiz (Quiz Paper Mode) also revealed that its implementation produced significantly different outcomes compared to conventional methods ( $t_{calculated} > t_{table}$ ,  $sig. < 0.05$ ), particularly in enhancing elementary students' higher-order thinking skills (HOTS) and overall learning achievement (Kurnia et al., 2025).

Furthermore, research on the integration of technology within the TGT model indicates that technology-infused TGT, such as the incorporation of digital quiz tools, has the potential to enhance students' academic achievement and classroom interaction compared to traditional approaches (Anggoro & Khasanah, 2024). Studies on Quizizz also reveal that, as a game-based quiz platform, this application is effective in enhancing students' motivation, learning interest, and academic achievement across various subjects, including physics and mathematics (Capinding, 2022).

Building upon the theoretical foundation and supported by the aforementioned empirical evidence, it can be concluded that the use of Quizizz as a learning medium within the TGT framework indeed exerts a significant leverage effect on improving students' learning outcomes. The implementation of this model not only enhances test performance but also fosters a more dynamic and engaging learning environment.

## CONCLUSION

Based on the findings, it can be concluded that the use of Quizizz media within the Team Games Tournament (TGT) learning method has a significant effect on improving students' learning outcomes in the Fiqh subject for Grade X at MA Masalikil Huda. The analysis revealed a substantial difference between pretest and posttest scores, where the average score increased from 72 to 80 after the implementation of the method. In addition to the improvement in mean scores, the number of students who achieved the minimum mastery criterion (KKM = 75) also rose from 10 to 15, indicating that the integration of Quizizz in TGT-based learning not only enhanced academic performance but also boosted students' motivation and participation. Statistical tests further supported these findings, the Paired Sample t-Test produced  $t = -2.707$  with a significance level (2-tailed) of  $0.014 < 0.05$ , and the simple linear regression test yielded a significance value of  $0.017 < 0.05$ , confirming that the application of Quizizz had a positive and significant impact on learning outcomes. Thus, the Quizizz-based TGT method proved to be effective in enhancing student engagement and academic achievement in the Fiqh subject.

From a theoretical standpoint, this study reinforces the perspective of social constructivism in learning, which posits that knowledge is built through interaction, collaboration, and active learning experiences. The TGT method, when combined with Quizizz, reflects the implementation of student-centered learning principles, where learners are not merely recipients of information but active participants in the learning process. The findings also align with modern behaviorist theory, which suggests that stimuli such as immediate feedback and competitive elements in educational games can strengthen motivation and accelerate learning outcomes. Furthermore, from the standpoint of digital learning theory, these results highlight that integrating gamification-based technology into religious education can serve as a pedagogical innovation that aligns with the characteristics of today's digital generation. Therefore, these findings have broader implications for the development of interactive, technology-driven learning

models that can be applied not only to Fiqh but also to other subjects across both madrasah and general school settings.

This study, however, acknowledges several limitations that should be considered for future research. First, the study was conducted with a single class at one institution, limiting the generalizability of the results to other educational contexts. Second, the research focused solely on cognitive learning outcomes, while affective and psychomotor domains were not explored in depth. Third, the relatively short implementation period may not fully capture the long-term effects of using Quizizz in the TGT framework. Fourth, infrastructural limitations such as internet connectivity and students' device availability may have influenced the smoothness of digital media implementation. Hence, future research is recommended to involve a larger and more diverse sample, include additional variables such as motivation and learning engagement, and examine the application of this method within online or hybrid learning environments.

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