

# Effectiveness of Quizizz and Google Form as Learning Evaluation Media at MTs Riyadul Mubtadi

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## ABSTRACT

This study explores the implementation of Quizizz and Google Form as web-based learning evaluation media at MTs Riyadul Mubtadi, an Islamic secondary school operating within a pesantren environment. The study was conducted to investigate the effectiveness of both platforms in supporting digital-based learning evaluation and enhancing student engagement amid limited technological accessibility. A mixed methods approach was applied by combining descriptive quantitative analysis of quiz performance with qualitative data collected through structured interviews and participatory observation. The findings reveal that Quizizz contributed positively to students' motivation and participation through interactive gamification features, including instant feedback, points, and ranking systems. Meanwhile, Google Form was considered more practical and efficient for teachers in organizing and managing assessment data. Nevertheless, several challenges were identified, particularly restrictions on smartphone usage and limited digital literacy among users. The study emphasizes that the successful integration of web-based evaluation media requires institutional readiness, adaptive educational policies, and continuous digital competency development within Islamic educational environments.

*Penelitian ini mengeksplorasi penggunaan Quizizz dan Google Form sebagai media evaluasi pembelajaran berbasis web di MTs Riyadul Mubtadi, sebuah sekolah menengah Islam yang berada dalam lingkungan pesantren. Penelitian dilakukan untuk mengkaji efektivitas kedua platform dalam mendukung evaluasi pembelajaran berbasis digital sekaligus meningkatkan keterlibatan peserta didik di tengah keterbatasan akses teknologi. Penelitian menggunakan pendekatan mixed methods dengan mengombinasikan analisis kuantitatif deskriptif terhadap hasil kuis dan data kualitatif yang diperoleh melalui wawancara terstruktur serta observasi partisipatif. Hasil penelitian menunjukkan bahwa Quizizz memberikan kontribusi positif terhadap motivasi dan partisipasi peserta didik melalui fitur gamifikasi yang interaktif, seperti umpan balik langsung, sistem poin, dan peringkat peserta. Sementara itu, Google Form dinilai lebih praktis dan efisien bagi guru dalam mengelola administrasi evaluasi pembelajaran. Namun demikian, penelitian ini juga menemukan beberapa hambatan, terutama terkait pembatasan penggunaan telepon pintar dan rendahnya literasi digital pengguna. Penelitian ini menegaskan bahwa keberhasilan implementasi media evaluasi berbasis web memerlukan kesiapan institusi, kebijakan pendidikan yang adaptif, serta penguatan kompetensi digital secara berkelanjutan di lingkungan pendidikan Islam.*

**Keywords:** google form, learning evaluation media, quizizz

## Introduction

The rapid advancement of information and communication technology in the twenty-first century has significantly transformed various aspects of human life (Ibanga, 2024; Zhang, 2022), including the educational sector. Digital transformation not only affects the way people access information but also reshapes learning approaches, evaluation systems, and interactions between teachers and students. These changes require educational institutions to continuously



adapt through innovative learning practices in order to remain relevant to the demands of contemporary education and the development of twenty-first-century competencies (Wang et al., 2024). In this context, educational innovation is no longer considered an optional enhancement but rather a strategic necessity for improving the quality of education sustainably. Yahman (2025) emphasizes that educational innovation plays an important role in supporting social transformation through the integration of technology that enhances learning effectiveness, efficiency, and accessibility.

One of the most rapidly developing educational innovations is the implementation of web-based learning media. Web-based media enable learning and evaluation processes to be conducted more flexibly, interactively, and accessibly without limitations of time and place (Mckimm et al., 2003). The utilization of digital learning media also supports the creation of a more participatory learning environment, as students are actively engaged through various interactive features provided by digital platforms. Furthermore, technology-based learning transformation is considered capable of expanding educational access and improving learning effectiveness when implemented appropriately (Topping et al., 2022). Consequently, web-based learning media have increasingly been adopted across various educational levels as part of efforts to modernize educational systems.

In educational practice, several digital platforms have been utilized as learning evaluation media, including Quizizz and Google Form. Quizizz is widely recognized as a gamification-based evaluation platform integrating game elements such as points, leaderboards, rewards, and instant feedback into the learning assessment process (Savira Rahmania, 2023). These features are believed to enhance students' learning motivation, engagement, and participation compared to conventional assessment methods. Zainudin and Zulkipli (2023) found that gamification in learning significantly improves students' intrinsic motivation and cognitive engagement. Meanwhile, Google Form is commonly used as a practical and efficient evaluation medium due to its simplicity in question distribution, response collection, and automatic integration with Google Sheets for learning outcome analysis (Mulatsih, 2020). Both platforms possess distinct characteristics and advantages, making them important subjects for further investigation within educational contexts.

Although previous studies have discussed the effectiveness of Quizizz and Google Form in learning activities, most existing research has primarily focused on public schools or educational institutions with relatively adequate technological access. Studies examining the implementation of web-based evaluation media within pesantren-based educational institutions remain limited (Makalao et al., 2021). In fact, pesantren environments possess unique characteristics, particularly regarding digital device policies, technological accessibility, and the readiness of teachers and students to utilize web-based learning media. This condition indicates the existence of a significant research gap that requires further investigation, especially concerning the effectiveness of Quizizz and Google Form implementation within pesantren-based educational settings.

MTs Riyadul Mubtadi, as an Islamic secondary educational institution under a pesantren foundation, encounters various challenges in adapting educational technology. Restrictions on smartphone usage within the pesantren environment, limited digital facilities, and insufficient teacher experience in utilizing web-based evaluation platforms are factors influencing the implementation of digital learning media within the institution. On the other hand, the need for more effective, efficient, and engaging evaluation systems remains essential in supporting learning quality. Therefore, the implementation of web-based evaluation media at MTs Riyadul

Mubtadi represents an important phenomenon to investigate, as it illustrates the dynamic interaction between educational innovation and pesantren educational culture. Based on these circumstances, this study aims to analyze the effectiveness of Quizizz and Google Form as web-based learning evaluation media at MTs Riyadul Mubtadi. This study also seeks to identify students' levels of understanding and motivation, analyze supporting and inhibiting factors in the implementation of web-based evaluation media, and provide strategic recommendations for optimizing educational technology utilization in pesantren-based madrasah environments. The findings of this study are expected to contribute theoretically to the development of digital learning media research and practically to the improvement of more innovative, adaptive, and contextual learning evaluation systems in Islamic educational institutions.

## Methods

This study employed a mixed methods approach integrating quantitative and qualitative methods to obtain a more comprehensive understanding of the effectiveness of Quizizz and Google Form as web-based learning evaluation media at MTs Riyadul Mubtadi. The quantitative approach was utilized to analyze students' quiz results through score data, answer accuracy levels, and quiz completion rates. Meanwhile, the qualitative approach was applied to explore participants' experiences, perceptions, and responses toward the implementation of web-based evaluation media through interviews and direct observation. The mixed methods approach was selected because it enables researchers to examine the research phenomenon from both numerical and descriptive perspectives, thereby producing a deeper and more comprehensive analysis (Sugiyono, 2023; Suhirman et al., 2026). The research was conducted on April 25, 2026, at MTs Riyadul Mubtadi using the Homework Mode feature on the Quizizz platform as an online evaluation medium.

The research participants consisted of six individuals selected purposively based on their direct involvement in the implementation of web-based evaluation media within the madrasah environment. The participants included two teachers from MTs Riyadul Mubtadi, one ninth-grade student, and two university student-researchers who also acted as facilitators and observers during the research process. Participant selection was based on the need to represent both educators and students as users of web-based evaluation media, allowing the collected data to reflect the contextual conditions of implementation (Creswell & Creswell, 2018). Data collection techniques included structured interviews, participatory observation, and document analysis of quiz results exported from the Quizizz platform in spreadsheet format. To ensure data validity, interview and observation findings were compared with quantitative quiz data through a triangulation process to achieve data consistency and credibility.

Quantitative data were analyzed descriptively by calculating answer accuracy percentages, quiz completion rates, participant score distributions, and item difficulty levels for each question. Meanwhile, qualitative data were analyzed using content analysis techniques involving data reduction, data presentation, and systematic conclusion drawing. The analysis process was conducted continuously by integrating findings from observations, interviews, and quiz result data to obtain a deeper interpretation of the effectiveness of Quizizz and Google Form in supporting learning evaluation within the pesantren educational environment. Through this approach, the study is expected to generate findings that are more objective, contextual, and relevant to the implementation of web-based learning media in Islamic educational institutions.

## Result and Discussion

### General Overview of Web-Based Evaluation Implementation

The implementation of web-based learning evaluation at MTs Riyadul Muftadi was conducted on April 25, 2026, using the Quizizz platform through the Homework Mode feature. The evaluation process was carried out online and involved teachers, students, as well as student-researchers who acted as facilitators and observers throughout the research activities. The selection of Homework Mode was based on the contextual conditions of the pesantren environment, which still applies restrictions on smartphone usage in students' daily activities. Therefore, a flexible online evaluation model was considered more appropriate to accommodate the institutional regulations and learning conditions within the school environment.

During the implementation process, participants demonstrated generally positive responses toward the use of web-based learning media. Based on field observations, most participants appeared enthusiastic while participating in the quiz session, particularly when the Quizizz system displayed real-time scores, participant rankings, and automatic feedback after submitting answers. This condition created a more active and interactive evaluation atmosphere compared to conventional paper-based assessment methods that had previously dominated classroom evaluation practices. The presence of gamification elements such as points, leaderboards, and digital rewards indirectly encouraged participants to become more focused and motivated in completing the evaluation tasks.

**Table 1.** General Overview of Quizizz Implementation

Aspect	Description
Date of Implementation	Saturday, April 25, 2026
Start Time	09:10 WIB
End Time	09:29 WIB
Quiz Type	Homework (Independent Assignment)
Number of Active Participants	6 participants
Total Attempts	7 attempts
Class Accuracy	74%
Number of Questions	10 items (9 multiple-choice and 1 open-ended question)

The data presented in the table indicate that the class accuracy rate reached 74%, while the quiz completion rate achieved 85.7%. These findings demonstrate that the majority of participants were able to complete the evaluation process successfully, despite the fact that Quizizz was still relatively new within the MTs Riyadul Muftadi learning environment. The relatively high completion rate also suggests that participants were generally capable of understanding the platform's operational flow without experiencing major technical difficulties. This finding indicates that web-based evaluation media possess considerable potential to improve the effectiveness of learning evaluation processes, particularly in creating a more engaging and less monotonous learning atmosphere.

Furthermore, observational findings revealed that the implementation of digital evaluation media indirectly provided new experiences for students in adapting to educational technology development. Within the context of a pesantren environment that still has limited access to digital devices, the use of Quizizz became an important part of strengthening digital

literacy among both students and teachers. Therefore, the implementation of web-based evaluation media did not merely function as an assessment instrument but also served as a medium for introducing more modern and adaptive educational technology practices.

### Analysis of Participant Quiz Results

The evaluation results revealed variations in participants' levels of understanding and ability in answering the provided questions. Differences in quiz achievement were influenced by several factors, including mastery of learning material, prior experience in using digital technology, and participants' ability to adapt to web-based evaluation systems. In general, participants from the teacher group achieved higher scores compared to students, indicating that academic experience and content mastery significantly contributed to evaluation performance.

**Table 2.** Summary of Participant Scores and Accuracy

No	Participant Name	Accuracy	Score	Correct	Incorrect	Time
1	Hasanudin Barkouwi	100%	6700	9	0	00.05.55
2	Muhammad	100%	6200	9	0	00.06.32
3	Haji Gangster	90%	6100	8	1	00.05.50
4	Riyamudi	90%	5600	8	1	00.10.06
5	MTs Grade IX Student	80%	5000	7	2	00.11.02
6	Siti	60%	3900	5	4	00.04.38
	Average	85%	5583	07.07	01.03	07.21

Based on the data above, two participants achieved perfect accuracy scores of 100%, while one participant obtained the lowest accuracy rate of 60%. These differences indicate variations in participants' readiness to utilize digital evaluation media effectively. Participants with higher accuracy levels appeared more capable of understanding question instructions while simultaneously adapting to the Quizizz system. In contrast, participants with lower accuracy tended to experience difficulties in understanding both the platform navigation and the learning materials provided.

In addition to accuracy levels, quiz completion time also demonstrated an interesting pattern. Several participants with high scores completed the quiz within a relatively short period, whereas other participants required more time to comprehend the questions and navigate the system. This finding suggests that the successful implementation of web-based evaluation media is influenced not only by mastery of learning content but also by users' digital literacy skills. In the context of this study, participants' ability to operate digital platforms became an important factor determining the effectiveness of web-based evaluation implementation. These findings are consistent with the study conducted by Zainudin and Zulkipli (2023), which stated that gamification in learning can significantly improve student engagement and learning motivation. However, the effectiveness of gamification remains highly dependent on users' readiness to utilize digital technology. Therefore, the implementation of web-based evaluation media within pesantren educational environments requires gradual adaptation processes to ensure that both teachers and students are able to use educational technology optimally.

### Analysis of Question Difficulty Levels

Question difficulty analysis was conducted to determine the extent to which participants understood the material delivered through web-based evaluation media. In addition, this analysis aimed to identify which types of questions were perceived as the easiest and the most difficult by participants during the evaluation process.

**Table 3.** Accuracy and Average Time per Question

No	Question Topic	Type	Accuracy	Average Time
1	Advantages of web-based media	Multiple Choice	86%	00.00.19
2	Gamification in Quizizz	Multiple Choice	71%	00.00.53
3	Steps to create quizzes in Quizizz	Multiple Choice	71%	00.00.38
4	Final steps in creating Google Form questions	Multiple Choice	86%	00.00.33
5	Environmental advantages of web-based learning	Multiple Choice	86%	00.00.22
6	Advantages of Google Form for data analysis	Multiple Choice	71%	00.00.51
7	Appropriate implementation of Quizizz	Multiple Choice	43%	00.00.35
8	Quizizz automatic reporting feature	Multiple Choice	57%	00.00.55
9	Automatic grading in both platforms	Multiple Choice	86%	00.00.46
10	Benefits of the learning material	Essay	86%	00.02.04

The table indicates that question number 7 obtained the lowest accuracy level at 43%. The low success rate on this item suggests that participants still experienced difficulties in understanding the practical implementation of Quizizz within classroom learning activities. This condition was likely influenced by participants' limited prior experience in using digital evaluation media, resulting in incomplete understanding of the platform's contextual application. In contrast, several questions related to the fundamental concepts of web-based learning media achieved relatively high accuracy levels of 86%. These findings indicate that participants were generally able to understand conceptual and theoretical aspects of web-based learning media effectively (Aulia et al., 2023; Wijayanti et al., 2022). Therefore, it can be inferred that the primary challenge in implementing web-based evaluation media lies not in conceptual understanding, but rather in the technical application and adaptation to digital technology usage.

Furthermore, the average completion time also demonstrated a relationship between question difficulty and participants' cognitive processes. Questions with lower accuracy rates tended to require longer response times compared to questions with higher accuracy levels. This finding suggests that participants required more complex analytical processes when dealing with questions related to the technical implementation of digital platforms. Consequently, digital literacy skills appear to play a crucial role in determining the success of web-based evaluation media implementation within pesantren-based educational institutions (Amanina & Zafi, 2021; Nurhayati et al., 2024).

### Analysis of Essay Responses and Participant Perceptions

The analysis of essay responses revealed that most participants expressed positive perceptions regarding the use of Quizizz and Google Form as learning evaluation media. Participants perceived web-based evaluation as a more engaging, practical, and efficient approach compared to conventional evaluation methods previously implemented within the school environment.

Table 4. Thematic Summary of Essay Responses

Response Theme	Description
Ease of Access	Web-based evaluation was considered more practical and accessible from various locations
Learning Digitalization	Digital media were perceived to support educational modernization
Ease for Teachers	Teachers felt assisted in evaluation and score management processes
Advantages of Quizizz	Quizizz was considered more interactive and engaging compared to Google Form

Based on interview findings, students admitted feeling more motivated to participate in evaluations when using Quizizz due to the game-like elements integrated into the platform, which made the evaluation process more enjoyable. The scoring system, leaderboard, and interactive visual displays encouraged participants to become more active and focused while answering questions. This condition demonstrates that gamification approaches are capable of creating a more competitive learning atmosphere while simultaneously improving student engagement during learning evaluation processes. On the other hand, teachers perceived Google Form as a simpler and more practical evaluation medium, particularly for administrative assessment purposes.

The ease of question distribution, automatic response collection, and integration with Google Sheets were considered highly beneficial for managing evaluation results more efficiently. Nevertheless, teachers also acknowledged that Google Form was less capable of generating participant enthusiasm compared to Quizizz due to the absence of interactive and gamification features. The findings of this study indicate that Quizizz and Google Form possess complementary functions within learning evaluation processes. Quizizz appears more effective for formative evaluation aimed at improving student motivation and engagement, whereas Google Form is more suitable for summative evaluation and assessment administration purposes. Therefore, combining both platforms may serve as an effective strategy for supporting the modernization of learning evaluation practices within pesantren-based madrasah education.

### Conclusion

Based on the findings of this study, it can be concluded that the implementation of Quizizz and Google Form as web-based learning evaluation media at MTs Riyadul Mubtadi demonstrated considerable effectiveness in supporting learning evaluation processes within a pesantren-based madrasah environment. Quizizz proved capable of creating a more interactive, engaging, and participatory evaluation atmosphere through the integration of gamification elements such as points, leaderboards, and automatic feedback, which significantly enhanced students' motivation and engagement during the evaluation process. Meanwhile, Google Form demonstrated advantages in terms of administrative efficiency, ease of data management, and

user-friendly operation for teachers in conducting digital learning assessments. The findings indicate that the implementation of web-based evaluation media not only functions as an academic assessment instrument but also serves as an important component in strengthening digital literacy among teachers and students within Islamic educational institutions.

Nevertheless, the implementation of web-based evaluation media within the pesantren environment still encounters several challenges, particularly related to limited access to digital devices, smartphone usage regulations, and the relatively low level of technological experience among some users. These conditions demonstrate that the successful implementation of educational technology is determined not only by the quality of the platform itself but also by institutional readiness, educational policies, and users' adaptability to technological advancement. Therefore, more systematic efforts are required to optimize digital-based learning implementation, including the provision of technology training programs for teachers, the development of more flexible and educational digital device policies, and the improvement of digital learning support facilities within madrasah environments. Consequently, the integration of Quizizz and Google Form can be further optimized as part of the development of innovative, adaptive, and contextually relevant learning evaluation systems aligned with the demands of twenty-first-century education.

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