



## RECEPTION ANALYSIS OF QUIZZIZ-BASED GAMIFICATION IN ISLAMIC RELIGIOUS EDUCATION AT VOCATIONAL HIGH SCHOOLS

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**Abstract:** This study aimed to explore how students at Vocational High School interpret the use of Quizizz in Islamic Religious Education (IRE) classes and to identify the factors influencing their reception. Utilizing a descriptive qualitative approach and Stuart Hall's reception theory, this research positions teachers as encoders, students as decoders, and Quizizz as the medium. Data were collected through in-depth interviews, participant observations, and documentation involving three students and two IRE teachers. The findings revealed that most students adopted a dominant-hegemonic position, perceiving Quizizz as engaging and motivational, while a minority displayed a negotiated position, appreciating the gamification format but expressing concerns about the depth of spiritual content. Factors influencing reception include students' religious background, prior learning experience, digital literacy, classroom dynamics, and the interactive design of Quizizz. The study highlights the importance of teacher strategies in balancing entertainment and educational substance. This research contributed academically by applying Hall's reception model to Islamic education and practically by informing teachers and policymakers about the pedagogical potential of gamification. Despite its depth, the study's limitations lied in its small sample size and the absence of quantitative learning outcome measurements. Future research could adopt a mixed-methods approach and involve broader educational contexts to enhance generalizability and provide a more comprehensive understanding of gamification in religious education.

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## INTRODUCTION

Islamic Religious Education (IRE) is a subject that plays a strategic role in shaping students' character, morals, and spirituality. At the State Vocational High School level, the challenges in delivering IRE material become more complex due

to students' tendency to be pragmatic and less interested in conventional learning methods. This situation raises the need for a learning approach that is not only informative but also interactive and contextual (Baharun et al., 2021).

Furthermore, the State Vocational High School curriculum, which focuses on vocational education, also poses significant challenges to general learning, such as Islamic Religious Education (Yuliana et al., 2025). In practice, the lecture and memorization methods still widely used by teachers often fail to engage students, especially in today's digital age. Minimal student involvement in the learning process can result in poor understanding of the material and weak internalization of Islamic values. Therefore, it is important to find alternative methods that can address these challenges and are relevant to the learning habits of the digital generation (Lutfauziah et al., 2023).

One innovation that Islamic Religious Education (IRE) teachers were starting to adopt is the use of gamification-based digital platforms, such as Quizizz. This application presented interactive quizzes with game elements such as points, leaderboards, and immediate feedback that can increase student motivation and engagement (Manzano-León et al., 2021). At State Vocational High School 4 Bondowoso, for example, the use of Quizizz was one of the teachers' efforts to transform the learning environment to be more engaging and participatory.

Although several studies have demonstrated the effectiveness of Quizizz in improving student learning outcomes, such as research by Oliveira et al. (2023), which indicated positive implications for student learning outcomes at the elementary school level, other previous research by Lampropoulos & Kinshuk (2024) also found that gamification-based learning practices like Quizizz successfully increased student engagement in learning and resulted in higher learning motivation. Furthermore, Degirmenci (2021) attempted to examine the perspectives of teachers and students regarding the use of Quizizz in language learning, and the results showed positive attitudes from both parties. However, this research was still general in nature and not based on the specific locus or context of Islamic religious learning. Furthermore, in-depth analysis of student acceptance of technology integration in learning is still very limited. This prompted researchers to try to examine more deeply student perceptions of acceptance of gamification-based learning like Quizizz using reception analysis pioneered by Stuart Hall.

Stuart Hall's reception analysis is primarily applied in communication and media studies as part of the process of understanding how a message is conveyed and received by an audience (Hall, 1973). This is also inseparable from Hall's initial thinking, which focused on how the propaganda process through television occurs. This can be seen through the use of the terms decoder-encoder, which are closely related to communication studies. However, researchers saw that Hall's reception analysis framework can also be applied in the world of education by positioning teachers as encoders, students as decoders, and gamification-based learning media such as Quizizz as the medium (Walter, 2024).

Based on the considerations above, the researcher assessed a research gap that needed to be filled by conducting a more contextual and in-depth analysis of students' perceptions of the use of Quizizz in Islamic Religious Education learning. Given this context, the present study aimed to delve deeper into how students make sense of the use of Quizizz in Islamic Religious Education teaching. It sought not only to uncover the meanings students construct from their experiences with this gamified learning platform but also to examine the various factors that shape their perceptions. Specifically, the research investigated how students at State Vocational High School 4 Bondowoso interpreted the integration of Quizizz into their IRE learning process, and what elements; be they pedagogical, technological, or social, contribute to their reception of this digital tool.

## **RESEARCH METHOD**

This research used a descriptive qualitative approach as developed by John W. Creswell, which emphasized in-depth exploration of phenomena in their natural context and focused on the subjective meanings constructed by participants (Creswell & Creswell, 2018). This approach was chosen to comprehensively examine the reception of students and teachers regarding the use of the Quizizz application in Islamic Religious Education learning at State Vocational High School 4 Bondowoso. This study also utilized Stuart Hall's reception analysis framework to uncover how meanings are constructed, negotiated, or even rejected by students as recipients of learning messages delivered through a gamification platform.

The unit of analysis in this study was the students of State Vocational High School 4 Bondowoso who participate in IRE learning using the Quizizz application. The researchers focused the data sources on students from class XII Agribusiness of Plantation Crops, Nursing Assistant & Caregiver, and Medical Laboratory Technology Experts. Informants were selected using a random sampling method, with one student from each class serving as a representative.

The main focus of this research was on how students make sense of their experience using Quizizz, as well as the factors that influence their reception of the application as a medium for religious learning. To obtain valid and in-depth data, this study implemented various complementary data collection techniques. Researchers conducted in-depth interviews with students as the main participants to explore their experiences using Quizizz and to understand the perceptions and meanings formed during the Islamic Religious Education learning process. In addition, interviews were also conducted with IRE teachers to get their views on the implementation of Quizizz in the classroom and how teachers assess students' responses and engagement with the use of the application.

The collected data was then analyzed using thematic analysis. This process began with data reduction, which is the stage of filtering and simplifying the data to ensure the focus is only on information relevant to the research questions and objectives. Next, data presentation was performed in the form of descriptive narratives, interview excerpts, and visual representations such as

tables or thematic matrices to facilitate the interpretation process. To ensure the validity of the data, this study applied triangulation of sources, techniques, and theories, and ensured data consistency through a repeated verification process. The final stage of the analysis was carried out through theme identification, where the processed data was grouped into major themes that emerged from the interviews, observations, and documentation, in order to understand the patterns of student reception of the use of Quizizz in IRE learning.

The sources of information used to obtain comprehensive data in this study include the following:

**Table 1. List of Research Data Sources**

Informan	Description		
	Total	Code	Type
Students of State Vocational High School 4 Bondowoso who take part in IRE learning using Quizizz	3 people	Respondent	Decoder
IRE teachers at State Vocational High School 4 Bondowoso who implement Quizizz in the learning process.	2 people	Informan	Encoder
Learning Implementation Plan, Quizizz-based learning materials, and other relevant documents.	5 pieces	Document	Secondary data sources

The data collection process was reinforced through participant observation, where the researchers were directly present in the classroom during IRE learning using Quizizz as a learning medium. Through this observation, researchers could capture the dynamics of the interaction that occurred between students, teachers, and the application, and obtain a more comprehensive contextual picture of gamification-based learning practices. In addition, documentation was also an important data source, which included Quizizz-based learning materials, student quiz results, and notes or reflections from teachers regarding the effectiveness of using the application in the learning process.

## RESULT AND DISCUSSION

### Result

This research aimed to analyze how students at State Vocational High School 4 Bondowoso make sense of using Quizizz in Islamic Religious Education

learning, as well as to identify the factors influencing this reception. Data was obtained from in-depth interviews with three students and two IRE teachers. The results are presented in a narrative format, following the research questions.

### Students' Meaning-Making of Using Quizizz in IRE Learning

The integration of Quizizz into Islamic Religious Education at State Vocational High School 4 Bondowoso was not merely an adoption of a trending educational tool. It was a pedagogical decision shaped by the curriculum structure and aimed at transforming students' attitudes toward religious learning. Teachers designed Quizizz activities by referring directly to the lesson plan, aligning question content with the learning outcomes of the Merdeka Curriculum for phase F in vocational education. Through careful planning, teachers mapped out the semester's key themes ranging from the moral teachings of patience and honesty to foundational Islamic doctrines and constructed interactive quizzes that not only tested knowledge but also encouraged active participation and reflective engagement.

The digital quizzes on Quizizz typically consisted of 10–20 multiple-choice questions, each equipped with a timer, vibrant color schemes, and competitive leaderboards. These quizzes were drawn from subjects such as prophetic history, Islamic jurisprudence, theology, and moral development. In the case of a lesson on the virtue of patience, for instance, students were asked both factual questions like the meaning of specific Qur'anic terms (*"الصَّابِرِينَ"*) and more reflective prompts regarding how the concept of patience can be applied in everyday life challenges. Such questions tested not only memorization but also critical thinking and ethical interpretation.

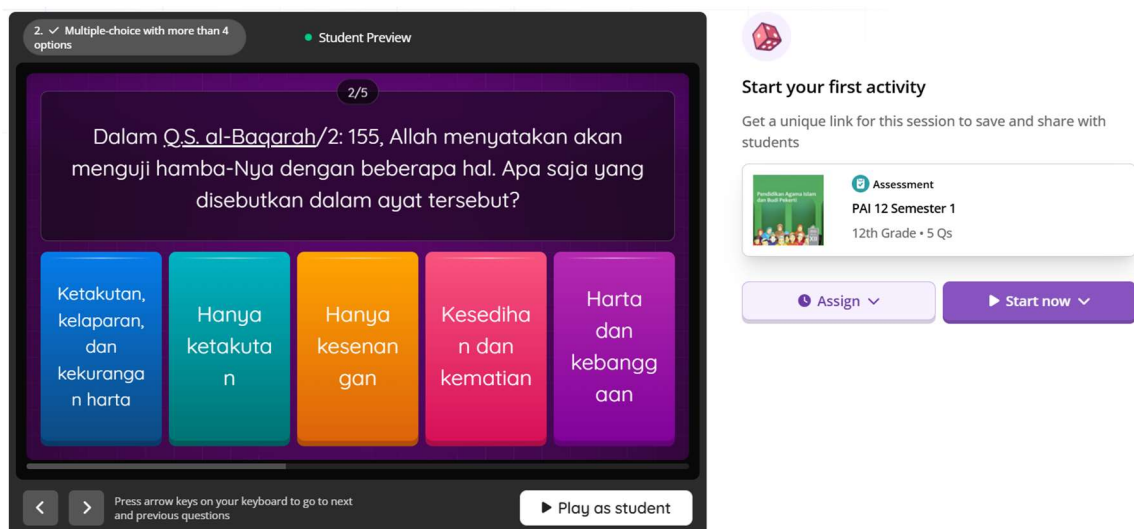


Figure 1. The interface display of Islamic Religious Education learning materials using Quizizz as a learning medium.

Students' interpretations of this approach varied, yet many gravitated toward a dominantly positive reception. AA, a male student in Grade XII, recalled his first encounter with Quizizz in the tenth grade during a lesson on *akhlak terpuji* (commendable character).

"The teacher said we want to learn while playing, and Quizizz was introduced," he recalled.

What began as a novel classroom experiment soon evolved into a frequently used tool in their learning routine. According to AA, "I am excited. Moreover, you can see the rankings and compete with friends. It's kind of a competition, but it's a learning experience." The gamified elements of the app such as real-time scoring, sound effects, and animations generated excitement and made the learning atmosphere more relaxed and competitive in a constructive way.

NA, a female student in the same grade, also expressed enthusiasm toward this shift in instructional style. "Happy. It's a little bit lighter, but it's still worth considering," she said, summarizing how Quizizz allowed her to engage with Islamic material without the pressure of traditional assessments. For NA, the visual and auditory elements enhanced her learning process, especially since she considered herself a visual learner. Moreover, she appreciated how Quizizz sessions were always followed by class discussions, during which the teacher clarified the meanings behind the questions and answers. This sequencing starting with engagement and ending with reflection helped her retain knowledge more effectively.

The teachers themselves were highly aware that Quizizz alone could not bear the full weight of Islamic education's moral and spiritual dimensions. Bu N, one of the senior IRE teachers at the school, emphasized that her intention was not to replace deep discussion with gamification, but to build student interest through it. "Quizizz is not the final goal, but a bridge so that children are interested in religious studies first," she explained. This reflects a pedagogical awareness that gamification must be followed by reinforcement. In practice, Bu N structured her classes so that two-thirds of the period was allocated to Quizizz-based learning, while the final segment was dedicated to explanation and reflection. "I always add an explanation after the quiz is over," she added, describing how she contextualized quiz questions with real-life scenarios and reflective prompts to ensure that values were not only understood but internalized.

This model of learning was not without its limitations. RD, a male student with a more critical outlook, offered a perspective that Hall would categorize as a negotiated reading. While acknowledging the fun and novelty of Quizizz, RD remarked, "Sometimes it's just repeating memorization, not explaining the meaning of the verse or the context." For him, religious education should go beyond surface-level knowledge and engage with the interpretive and philosophical depth of Islamic teachings. He also pointed out that time constraints in Quizizz often forced students to rush through questions, reducing the opportunity to ponder more thoughtfully. This reflects a valid concern about the platform's default settings, which prioritize speed and competition over contemplation.

Recognizing such concerns, the teachers incorporated strategies to mitigate the superficiality that sometimes accompanies gamified learning. Pak R, another

experienced IRE teacher, noted that while Quizizz excelled at engaging students, it needed to be supplemented with structured reflection. "I don't just make factual questions. I also insert questions that are applicative, such as light case studies," he explained. One of his quiz items, for example, asked students how they would respond if they saw a peer cheating during an exam an exercise that transformed religious principles into actionable scenarios.

To ensure that the spiritual atmosphere of IRE was not lost, both teachers reported maintaining a disciplined structure in class. Sessions often opened with prayer and a brief moral reminder, followed by the quiz activity, and ended with group reflection. This allowed them to emphasize that even though the medium was playful, the message remained sacred. "I emphasize that technology is a tool, but our intention remains to increase faith and knowledge," said Pak R. This framing helped students understand that learning through digital games was not in opposition to religious devotion but could serve as a complementary pathway, especially when guided appropriately.

Furthermore, the teachers observed that students' digital literacy and home backgrounds also played significant roles in shaping their responses to Quizizz. Students who were already comfortable with technology found it easy to navigate the platform and even enjoyed the competitive aspects more. On the other hand, students with limited access or weaker digital familiarity initially struggled, although most were able to adapt after a few sessions. Teachers also acknowledged that students from more religious households often approached the content with greater seriousness, while others saw it as purely academic. "Learning motivation and digital literacy are very influential," said Bu N, recognizing the multi-dimensional nature of student reception.

Despite minor challenges such as internet instability, typos in questions, or ambiguous phrasing, students overwhelmingly supported the continuation of Quizizz in IRE instruction. AA, who had once viewed IRE as rigid and monotonous, said, "Now I consider IRE to be a dynamic lesson and can be fun." NA echoed this sentiment, affirming that learning through interactive technology like Quizizz made religious instruction more relatable. Even RD, who voiced concerns, acknowledged a shift in his outlook: "I've come to realize that it is possible to learn about religion through digital media, but it still has to be wise."

This multifaceted student reception underscores the value of combining gamification with reflective pedagogy. When used strategically, Quizizz becomes more than just an assessment tool, it becomes a learning environment that bridges the digital habits of Gen Z students with the moral teachings of Islamic tradition. By transforming the classroom atmosphere, encouraging student participation, and diversifying the modes of learning, teachers were able to foster both engagement and meaning-making. The key, as evidenced in this study, lies in the teacher's role as a mediator who not only encodes the content but guides students to decode it critically and contextually.

In sum, the implementation of Quizizz in Islamic Religious Education at State Vocational High School 4 Bondowoso represents a shift toward adaptive,



student-centered instruction that respects both the digital culture of contemporary youth and the ethical imperatives of religious education. Students' responses reflect a predominantly dominant reading, where the majority embrace the tool with enthusiasm, while a smaller group engage critically, pointing out limitations without rejecting the method. This diversity of reception highlights the importance of dialogical teaching methods that leave room for feedback, reflection, and adaptation. Ultimately, gamification in IRE, when handled with pedagogical care and spiritual intention, holds significant promise as a tool not only for instruction but also for values transmission in the digital age.

### Factors Influencing Students' Reception of Using Quizizz in IRE Learning

Several factors influencing students' reception of Quizizz were identified through interviews. The factors explored by the researcher are based on Hall's ideas in 'Encoding and Decoding in the Television Discourse', which include social and cultural background, ideological position, level of education/media literacy, personal experience, and message structure and delivery strategy.

Through the interviews, the researcher gathered several perceptions of the factors influencing students' reception of Quizizz in IRE learning. The following is the data the researcher compiled from the research informants.

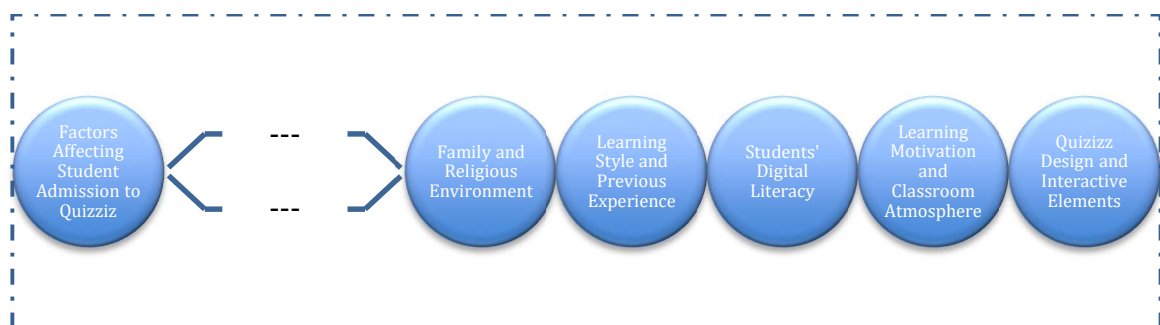


Figure 1. Factors Influencing Students' Reception of Using Quizizz

The first factor was family and religious environment. AA stated that his family is quite religious but supports the use of technology in education:

"I come from a family that's quite religious, but they are still open to technology." (AA) This showed that there was no rejection of using Quizizz in IRE learning. This was influenced by the students' social and cultural backgrounds, which are open to innovation and new technology like Quizizz, used for a theoretical and history-rich subject like IRE. This background made it easy for students to accept learning even when the medium changed from conventional lecture-based learning to interactive learning with Quizizz.

IRE teachers also mentioned that students with a religious background tend to be more serious about receiving religious values through digital platforms. This indicates that students' acceptance level of IRE learning is also heavily influenced by their individual socio-religious background outside of school. Students from a religious environment or who live near places of



worship like a musholla or mosque show a better level of acceptance than students whose residential environment is not close to a place of worship.

The second factor was learning style and prior experience. NA admitted to being a visual learner, which was why she felt a strong connection with interactive media like Quizizz. In contrast, RD, who was more accustomed to learning with books and notes, needed time to adapt. This second factor implied a direct influence of students' previous habits on their reception of IRE learning using Quizizz. Students who easily adapted and accepted learning with Quizizz admitted to having been introduced to digital learning media in grades X and XI, so when IRE learning in grade XII used Quizizz, they were able to adapt easily and tended to accept it.

IRE teachers also stated that students' past learning experiences influenced their attitudes towards educational technology. According to Mr. R:

"Those who are digitally literate adapt faster and enjoy the process more." (Mr. R). This statement showed that student acceptance is highly influenced by their ability to operate technology, such as gadgets, to access digital learning media like Quizizz. Students with better digital skills can adapt more quickly, while those who are unfamiliar with technology still need assistance from teachers or mentors during the learning process.

The third factor was students' digital literacy. Both Mrs. N and Mr. R agreed that students' ability to use digital devices is a key factor in the effectiveness of gamification. Students who were used to digital applications adapt more quickly, while those less familiar with technology may face technical barriers. These technical barriers were what the teachers try to address by allocating time for additional explanations and conventional discussion sessions after learning with Quizizz.

The fourth factor was learning motivation and classroom atmosphere. Quizizz was considered successful in increasing student participation, including from those who were usually passive. Teachers noted a change in the classroom atmosphere, which became more active and interactive. As Mrs. N revealed:

"Even students who are usually passive get involved." (Mrs. N). The ease and interactivity provided by Quizizz as a gamification-based learning platform encouraged more active student engagement. The technology and features of Quizizz also made students inevitably have to get involved, and teachers could exercise more comprehensive control than with conventional methods, with the help of features like the leaderboard that show each student's learning progress in real-time.

The fifth factor was Quizizz's design and interactive elements. Students liked the appealing visual display, sound effects, and ranking system that created a competitive but fun atmosphere. NA added:

"The sound effects are funny. When I answer correctly, I feel more confident." (NA). The combination of visuals, engaging sound effects, and student rankings makes using Quizizz not only interesting but also encourages direct student involvement because of the many features that help students learn efficiently. The attractive visual effects and audio also increased student

motivation because they build a sense of confidence and fun during the learning process with Quizizz.

However, teachers were aware that this competitive side can divert students' focus from understanding the values. Therefore, they limit the use of Quizizz to appropriate types of material, such as basic Islamic concepts, the history of the prophets, and praiseworthy character. Mr. R explained:

"For reflective themes, direct discussion is still more suitable. I use Quizizz as an initial trigger." (Mr. R). This statement explained that there are still gaps and limitations in the use of technology in learning, so improvisation and adjustments are still necessary, particularly from the teacher as the educator or message sender within Stuart Hall's framework.

After conducting interviews, observations, and gathering supporting data, the researchers then visualized the data to facilitate data presentation and theoretical discussion in the following sections. The following is a summary of the data collected:

**Table 2. Data Collection Summary**

<b>Informant Code</b>	<b>Reception of Quizizz</b>	<b>Brief Description</b>
AA	Dominant reading	Fully supportive, feel IRE is dynamic and fun
NA	Dominant reading	Stating that Quizizz is fun and helps with understanding of the material
RD	Negotiating	Liked some, but criticism of the depth of the material

Interpretation of the table indicated that students with a dominant reception tend to be open to the gamification approach and see it as an effective and enjoyable learning method. Students with a negotiating reception appreciated the technological aspects but still desire spiritual and conceptual depth in religious learning.

Overall, the study results indicated that Quizizz was positively received by students at State Vocational High School 4 Bondowoso in Islamic Religious Education (IRE) learning. Teachers play a key role in maintaining a balance between entertainment and religious content. With appropriate strategic design, gamification has been shown to significantly increase student interest, participation, and understanding of religious material.

## **Discussion**

### **The Reception Using of the Quizizz Utilizing Stuart Hall's Analysis**

Students' meaning-making regarding the use of Quizizz in Islamic Religious Education at State Vocational High School 4 Bondowoso shows a diversity of reception positions, as put forward by Stuart Hall in his Encoding/Decoding theoretical framework. Stuart Hall (in Aristiati, 2023) has divided reception into three categories: dominant-hegemonic, negotiated, and oppositional.

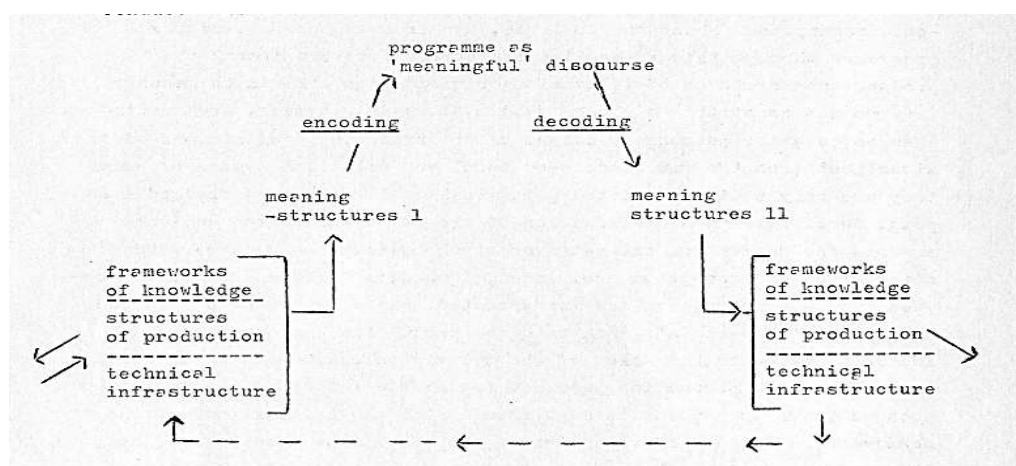


Figure 2. Stuart Hall Encoding/Decoding Theoretical Framework

Based on data from interviews, observations, and documentation, the majority of students were in a dominant position, meaning they accept the use of Quizizz as an effective and enjoyable way to deliver learning messages. Meanwhile, a small number of students were in a negotiated position, meaning they accept the gamification method but maintain critical notes on the aspect of the depth of religious content.

The Quizizz was considering a refreshing learning medium. They admitted that previously, IRE tended to be associated with a theoretical, static, and boring lesson (Carpenter et al., 2025; Magaña et al., 2025). The presence of Quizizz, with its interactive design and game features like a leaderboard and timer, changed that perception. This finding showed that Quizizz successfully built students' emotional and intellectual interest in IRE lessons (Magaña et al., 2025). This receptive attitude was in line with the findings of Popan et al. (2023), which showed that learning with Quizizz significantly increased student enthusiasm for material previously considered difficult -- in their context: mathematics.

However, there was also a negotiated reception. The fun aspects of Quizizz but regretted the lack of depth in explaining the meaning of verses or the spiritual values contained in the material (Wu & Chiu, 2025). In this position, the student accepted part of the message encoded by the teacher but rejects another part because it did not align with their expectations for more reflective religious learning. This phenomenon reinforced the findings of Degirmenci (Degirmenci, 2021), which highlighted that while the use of Quizizz in language learning was very appealing in format, it also raised concerns about the shallowness of the content delivery.

In this context, the teacher, as the encoder, played a crucial role. The teacher's strategy of balancing the fun of the media with the depth of values is the key to successful reception (Daniela et al., 2025; Walter, 2024). The IRE teachers at State Vocational High School 4 Bondowoso were aware of this, and therefore they did not use Quizizz as an end goal, but as an initial trigger (Pratiwi et al., 2024). After the quiz session ended, the teachers provided additional explanations and a space for reflection. This strategy demonstrated an

awareness of the potential for "over-entertainment" in digital learning and a conscious effort to balance it with the dimension of values.

Overall, the findings of this research indicated that the use of Quizizz as a gamification medium is received positively by the majority of students, both emotionally and functionally. Dominant reception predominates, but the existence of negotiated reception is an important indicator that students do not just passively receive the information. They also critiqued and adjust the meaning of the learning based on their own experiences and values. Thus, students' meaning-making of Quizizz was not just about liking or disliking it, but reflects their active interaction with the religious education messages re-encoded through technology.

### **Factors Influencing Students' Reception of Using Quizizz**

Students' reception of using Quizizz in learning does not occur in a vacuum. The decoding process carried out by students is heavily influenced by their social context, personal experience, and media literacy competence, as Stuart Hall explained that a decoding position is influenced by an individual's social and ideological position (Hall, 1973). In this research, five main factors were successfully identified as strong determinants in shaping students' reception: socio-religious background, learning style and prior learning experience, digital literacy, learning motivation, and the design and gamification elements of Quizizz.

First, students' socio-religious background greatly determines their initial attitude towards technology-based IRE learning. Students like AA, who come from a religious family but are open to technological innovation, showed a receptive response from the start. This demonstrates that religious values do not become an obstacle to accepting a digital approach, as long as the medium used does not fundamentally contradict the norms they adhere to (Salim et al., 2024). Conversely, students from backgrounds less familiar with religious practices showed interest in the formative aspects of Quizizz but tended to focus on the game elements rather than the substance of the values (Rizqiyah et al., 2024; Syamsuni et al., 2025).

Second, learning style and prior learning experience shape students' readiness to accept learning with Quizizz. Students who are used to using digital applications in the learning process show faster adaptation, while those who are not used to them need time and help to understand how the application works. IRE teachers noted that students with good technological skills are more active and enthusiastic in following the learning sessions. This finding was relevant to the results of Degirmenci's (2021) study, which showed a direct link between students' digital skills and the effectiveness of gamification.

Third, digital literacy is a crucial aspect of the reception process. Students who were used to using digital devices can not only follow the learning more smoothly but are also better able to grasp the intent and purpose of the learning strategy being used (Syihabuddin & Maulani, 2023). Meanwhile, students who were less familiar tend to experience technical issues that hinder their focus on

learning. Teachers addressed this by providing additional time for explanations and discussions, ensuring that no student is left behind just because of technology barriers (Salamuddin et al., 2024).

Fourth, the learning motivation and classroom atmosphere generated by the use of Quizizz have been proven to encourage student participation, even from those who were previously passive. Quizizz created a healthy competitive atmosphere and increases students' self-confidence through features like points and rankings (Brandmiller et al., 2024; Huang et al., 2025). This was in line with theories of learning motivation based on rewards and instant feedback, which are widely adopted in educational gamification.

Fifth, the visual, audio, and game elements in Quizizz play a large role in attracting students' attention. The fun sound effects, dynamic display, and ranking system provide a learning experience that is very different from conventional lecture methods. However, teachers realized that an overly strong competition can shift the learning focus from religious values to merely the desire to win (Burns & Van Bergen, 2025). Therefore, they wisely choose the right type of material to be delivered with Quizizz and supplement it with in-depth verbal explanations after the quiz takes place.

These five factors showed that reception of a learning technology like Quizizz does not solely depend on the application itself, but is more determined by student readiness, teacher strategy, and the created learning ecosystem (Daniela et al., 2025). By paying attention to these aspects, teachers can optimize gamification as an effective learning method, even for spiritual material (Alam et al., 2025).

In the context of policy implementation, the results of this research provided a strong signal for Islamic education stakeholders to provide training and support for IRE teachers in utilizing learning technology. Furthermore, it was important to continuously evaluate the effectiveness of the digital approach so as not to solely pursue student interest, but also to uphold the depth of values, moral internalization, and the strengthening of faith.

This research provided practical implications that the implementation of gamification through the Quizizz platform in Islamic Religious Education (IRE) learning can increase student engagement, motivation, and participation in Vocational High Schools. With game elements such as points, rankings, and instant feedback, students feel more enthusiastic about participating in lessons that previously tended to be monotonous. This not only improved understanding of the material but also encourages a more enjoyable and interactive learning experience. Another contribution offered by this research is the provision of a relevant gamification-based technology integration model for application in religious education, thereby assisting teachers in adapting teaching methods to the characteristics of today's digital generation.

This study had several limitations that should be noted. First, the study was conducted at a single vocational high school with a limited sample size, so the results cannot necessarily be generalized to all schools with varying conditions. Second, the data obtained were primarily derived from student perceptions

through questionnaires and interviews, thus potentially subjectivist bias in assessing the effectiveness of gamification. Third, this study did not measure the long-term impact of Quizziz on academic achievement or changes in students' religious behavior, so it cannot be concluded whether the positive effects of gamification can be sustained over a longer period.

Furthermore, another limitation is the study's focus on student acceptance, without more in-depth inclusion of teachers' perspectives regarding pedagogical constraints, technological readiness, and curriculum integration. Therefore, future research is recommended to expand the participant pool, employ a longitudinal research design, and further explore the role of teachers in optimizing gamification to make Islamic Religious Education (IRE) learning more effective, sustainable, and contextualized in line with the goals of Islamic character education.

## CONCLUSION

This research showed that the use of Quizizz in Islamic Religious Education at State Vocational High School 4 Bondowoso is positively received by the majority of students. The tendency toward dominant reception indicates enthusiasm for gamification-based learning, while a small portion shows negotiated reception, remaining critical of the depth of spiritual values. This finding confirmed that digital media like Quizizz can increase students' interest and participation in IRE lessons, especially when supported by the right pedagogical strategy from the teacher as the encoder. Scientifically, this study extended the application of Stuart Hall's reception analysis to the field of religious education. Practically, it provided implications for teachers and policymakers to design religious learning that is more contextual, adaptive, and reflective of the characteristics of digital-native students. However, its limitation is the small number of respondents and the lack of quantitative measurements of learning outcomes. Therefore, future research could develop a mixed-method approach and involve more school contexts to obtain a broader and more comprehensive picture.

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