



The Implementation of Quizizz Media Based on Akidah Akhlak Values in Improving Civic Education Learning Outcomes Based on Student Characteristics in Grade X of SMA Negeri 13 Medan

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ABSTRACT

Civic education in senior high schools still faces the problem of low learning outcomes and the weak connection between civic content and students' religious values. This study aims to analyse the effect of implementing Quizizz media based on akidah akhlak values on civic education learning outcomes, the effect of student characteristics in the form of learning styles, and the interaction between the two among grade X students of SMA Negeri 13 Medan. The study employed a quantitative approach using a quasi-experimental method with a 2x2 factorial design. The sample consisted of 64 students selected purposively and grouped according to visual and auditory learning styles. The research instruments were a civic education achievement test and a learning style questionnaire that had been tested for validity and reliability. Data were analysed using two-way analysis of variance followed by the Tukey test. The results show that the learning outcomes of students taught using Quizizz media based on akidah akhlak values (82.34) were higher than those of students taught conventionally (75.94), with an F value of $14.21 > F$ table 4.00. No significant difference was found between visual and auditory learners, yet a significant interaction emerged between the learning medium and student characteristics, with an F value of $9.20 > F$ table 4.00. Quizizz media based on akidah akhlak values proved most effective for students with a visual learning style.

Keywords: Quizizz Media, Akidah Akhlak Values, Civic Education Learning Outcomes, Student Characteristics

INTRODUCTION

Civic Education (PPKn) occupies a strategic position in the national education system because it carries the mission of developing citizens who are intelligent, have character, and are responsible. Nevertheless, the practice of Civic Education learning in senior high schools is still frequently trapped in the delivery of material that is memorization-based and normative, causing students to view the subject as content that is distant from their life experiences. Citizenship character in the digital era requires a learning approach that is more adaptive to changing times and students' learning needs (Susilawati, 2019). This condition makes the renewal of Civic Education learning media and strategies an urgent need.

Initial observations at SMA Negeri 13 Medan revealed symptoms consistent with these problems. Grade X Civic Education learning was still dominated by lectures and written assignments, while evaluation was conducted through paper-based tests, with feedback received by students several days later. Teacher documentation showed that most students had not reached the minimum mastery criterion in the mid-semester summative assessment. Yet, selecting appropriate learning media is a major determinant of learning success because media serve as a bridge between instructional messages and students' cognitive structures (Susilawati et al., 2023b). Research in secondary schools in Medan City has also shown that updating Civic Education learning models and media can significantly improve student learning outcomes (Damanik et al., 2024; Gaol et al., 2024).

The next issue concerns the dimension of values. Grade X Civic Education topics such as Pancasila as the state foundation, norms and the 1945 Constitution of the Republic of Indonesia, diversity, and national unity are actually closely related to akidah akhlak values such as honesty, trustworthiness, justice, responsibility, and respect for differences. Unfortunately, this connection is rarely presented explicitly in evaluation items. Previous research has shown that students' attitudes toward religious tolerance can be developed through intentionally designed learning (Susilawati et al., 2023f), and that technology-based assessment models contribute to the development of students' akhlakul karimah (Susilawati et al., 2023e). Thus, the integration of akidah akhlak values into Civic Education evaluation instruments has an adequate theoretical and empirical basis.

Quizizz is a digital quiz platform that enables teachers to design interactive questions, display scores directly, and provide immediate feedback. Previous studies have reported that the Quizizz application has a positive effect on students' learning interest (Yolanda & Meilana, 2021), while similar digital media have been shown to increase motivation and self-efficacy among Grade X students in Civic Education learning (Siregar et al., 2024). In this study, Quizizz was not used in its standard form; instead, it was modified by incorporating contexts, case illustrations, and feedback containing akidah akhlak values, so that each Civic Education question also served as a means of strengthening Islamic values.

Another aspect that is often overlooked in studies of learning media is student characteristics. The effectiveness of a medium is not uniform for all students but depends on how students receive and process information. Previous research has shown that learning strategies interact with student characteristics, including competitive behavior (Susilawati et al., 2018d), cooperative behavior (Susilawati, 2017a), and students' social interaction (Susilawati & Sitompul, 2018c), in influencing citizenship learning outcomes. These findings provide a strong basis for positioning student characteristics—in this study, visual and auditory learning styles—as a moderating variable.

The research gap is clear at this point. Research on Quizizz generally stops at measuring interest, motivation, or learning outcomes without incorporating religious values into its instruments. Conversely, research on the cultivation of akidah akhlak values is generally qualitative and does not statistically test its effectiveness. In addition, very few studies have examined the interaction between digital media and student characteristics in Civic Education subjects at the senior high school level. The novelty of this study lies in the factorial testing of Quizizz media whose items are integrated with akidah akhlak values while taking differences in students' learning styles into account.

Based on the description above, the research questions are: (1) Is there a difference in Civic Education learning outcomes between students taught using Quizizz media based on akidah akhlak values and students taught conventionally? (2) Is there a difference in Civic Education learning outcomes between students with visual and auditory learning styles? and (3) Is there an interaction between learning media and student characteristics in relation to Civic Education learning outcomes? The purpose of the study is to analyze these three issues

in order to obtain empirical guidance for teachers in selecting evaluation media that are appropriate to student characteristics while also containing values.

METHOD

This study used a quantitative approach with a quasi-experimental method. The design employed was a 2×2 factorial design involving two independent variables: learning media with two levels (Quizizz based on akidah akhlak values and conventional learning) and student characteristics with two levels (visual and auditory learning styles). The dependent variable was Civic Education learning outcomes. This design was selected because the study was intended not only to test the main effects of each independent variable but also to examine the interaction between them. The research design is presented in Table 1.

Table 1. 2×2 Factorial Research Design

Student Characteristics (B)	Quizizz Based on Akidah Akhlak Values (A1)	Conventional Learning (A2)	Total
Visual learning style (B1)	A1B1 = 16	A2B1 = 16	32
Auditory learning style (B2)	A1B2 = 16	A2B2 = 16	32
Total	32	32	64

The study was conducted at SMA Negeri 13 Medan during the odd semester of the 2025/2026 academic year over eight meetings. The population consisted of all Grade X students, totaling 192 students. The sample was determined using purposive sampling based on equality of initial average scores, number of students, and the same subject teacher, resulting in two classes with a total of 64 students. Student characteristics were grouped by distributing a learning-style questionnaire before the treatment. In each class, 16 students with the highest visual learning-style scores and 16 students with the highest auditory learning-style scores were selected.

The treatment in the experimental class was implemented by integrating akidah akhlak values into Quizizz question items. Each item was packaged as a contextual case, for example, honest behavior in the election of a class leader as an application of the fourth principle of Pancasila, trustworthiness in carrying out civic duties, and respect for differences as an expression of *tasamuh* in diversity. The automatic feedback that appeared after students answered did not merely state whether an answer was correct or incorrect, but also contained reinforcement of the relevant value. The control class received the same material through lectures and discussions and was evaluated using conventional written assessments.

The research instruments consisted of a 35-item multiple-choice Civic Education achievement test covering cognitive levels C1 to C4 and a 24-item learning-style questionnaire using a Likert scale. Test development considered the principles of measurable assessment, content representation, and alignment with learning objectives (Susilawati, 2021a). A pilot test was conducted with 30 students outside the sample. The results showed that 31 test items and 22 questionnaire items were valid, with test reliability of 0.857 based on KR-20 and questionnaire reliability of 0.884 based on Cronbach's Alpha.

Data analysis was conducted in two stages. The prerequisite stage included a normality test using Lilliefors and a homogeneity-of-variance test using Fisher's and Bartlett's tests. Hypothesis testing used two-way analysis of variance (ANOVA 2×2) at a significance level of 0.05. When a significant interaction was found, the analysis was continued with the Tukey test

to determine which groups differed significantly. All calculations were performed using SPSS version 26.

RESULTS AND DISCUSSIONS

Description of Civic Education Learning Outcomes

Civic Education learning outcome data were obtained through a posttest administered after eight meetings. In general, students who learned using Quizizz media based on akidah akhlak values obtained a mean score of 82.34, whereas students in the conventional class obtained a mean score of 75.94. When viewed by student characteristics, students with a visual learning style obtained a mean score of 80.47 and students with an auditory learning style obtained a mean score of 77.82. The mean scores for each treatment group are presented in Table 2.

Table 2. Mean Civic Education Learning Outcomes for Each Treatment Group

Group	Media	N	Rata-rata	SD
A1B1	Quizizz – visual	16	86,25	6,18
A1B2	Quizizz – auditori	16	78,44	6,91
A2B1	Konvensional – visual	16	74,69	7,04
A2B2	Konvensional – auditori	16	77,19	6,63

Table 2 shows an interesting pattern. Among students with a visual learning style, the use of Quizizz media based on akidah akhlak values produced a substantially higher mean score than conventional learning, namely 86.25 compared with 74.69. In contrast, among students with an auditory learning style, the difference between the two treatments was very small, namely 78.44 compared with 77.19. This pattern provides an initial indication of an interaction between learning media and student characteristics.

Prerequisite Analysis.

The Lilliefors normality test produced calculated L values smaller than the table values for all data groups, indicating that all data were normally distributed. The homogeneity tests using Fisher's and Bartlett's tests also produced calculated values smaller than the table values, indicating that the variances among groups were homogeneous. Since both prerequisites were met, two-way analysis of variance could be continued.

Results of Two-Way Analysis of Variance

Hypothesis testing was conducted using two-way analysis of variance at a significance level of 0.05. A summary of the calculations is presented in Table 3.

Table 3. Summary of Two-Way Analysis of Variance

Source of Variance	JK	dk	RJK	F calculated	F table (0.05)
Learning media (A)	655,36	1	655,36	14,21	4,00
Student characteristics (B)	112,89	1	112,89	2,45	4,00
Interaction (A × B)	424,36	1	424,36	9,20	4,00
Galat	2.767,19	60	46,12	-	-
Total	3.959,80	63	-	-	-

Based on Table 3, the calculated F value for learning media was 14.21, greater than the table value of 4.00, so the first hypothesis was accepted. This means that there was a significant difference in Civic Education learning outcomes between students taught using Quizizz media based on akidah akhlak values and students taught conventionally. The calculated F value for student characteristics was 2.45, smaller than the table value, indicating that in general there was no significant difference in learning outcomes between students with visual and auditory learning styles. Meanwhile, the calculated F value for the interaction was 9.20, greater than the table value, so the third hypothesis was accepted: there was a significant interaction between learning media and student characteristics in relation to Civic Education learning outcomes.

Results of the Tukey Follow-Up Test

Because the interaction was significant, the analysis was continued with the Tukey test to determine which groups differed significantly. The results are presented in Table 4.

Table 4. Results of the Tukey Follow-Up Test

Groups Compared	Mean Difference	Q calculated	Q table	Description
A1B1 vs. A2B1	11,56	6,81	3,74	Significant
A1B2 vs. A2B2	1,25	0,74	3,74	Not significant

The Tukey test showed that among students with a visual learning style, the use of Quizizz media based on akidah akhlak values produced significantly higher learning outcomes than conventional learning, with $Q_{\text{calculated}} = 6.81$ greater than $Q_{\text{table}} = 3.74$. Conversely, among students with an auditory learning style, the difference between the two treatments was not significant because $Q_{\text{calculated}} = 0.74$ was smaller than Q_{table} . This finding confirms that the advantage of Quizizz media based on akidah akhlak values does not apply equally to all students but depends on student characteristics.

Effectiveness of Quizizz Media Based on Akidah Akhlak Values

The higher learning outcomes in the experimental class are consistent with previous findings that technology-based media consistently produce higher learning achievement than conventional learning (Susilawati, 2018a), including in citizenship education that combines face-to-face instruction with online activities (Susilawati, 2017b; Susilawati et al., 2018b). The theoretical explanation lies in the acceleration of the feedback cycle. Immediate feedback enables students to correct misconceptions precisely when errors occur, rather than several days later when the learning context has faded. A similar mechanism has been reported in the application of digital assessment models that improve learning outcomes through fast and measurable feedback (Susilawati et al., 2023d).

Increased learning activity is an intervening variable that also helps explain these findings. Technology-based assessment models have been shown to increase student learning activity because they require individual participation in every question item (Susilawati et al., 2022b). In this study, the immediate display of scores and time limits created positive pressure that encouraged all students to participate, unlike paper-based tests, which allow some students to delay their engagement. This condition strengthens the argument that learning strategies positioning students as active subjects have a direct impact on academic achievement (Susilawati, 2020a).

The akidah akhlak values incorporated into the question items provided added value that standard Quizizz use does not possess. When students were presented with cases involving honesty, trustworthiness, and respect for differences, Civic Education was no longer

understood merely as a collection of articles that had to be memorized, but as a guide for behavior that intersects with their religious beliefs. Previous studies indicate that digital assessment models contribute to the formation of akhlakul karimah (Susilawati et al., 2023e) and to the development of students' honest behavior by closing opportunities for answer manipulation (Susilawati & Khaira, 2022a; Susilawati et al., 2023c). Digital assessment can also be designed in alignment with Islamic values without reducing the objectivity of measurement (Susilawati et al., 2025c).

Interaction Between Media and Student Characteristics

The finding concerning interaction is the most important contribution of this study. Students with a visual learning style benefited much more from Quizizz because the platform presents information through text, colors, icons, score-performance graphics, and a leaderboard, all of which are visual. Conversely, students with an auditory learning style did not obtain a meaningful advantage because the medium provides little verbal-auditory stimulus; for them, the teacher's oral explanation in conventional classes was apparently equally effective.

This interaction pattern is consistent with several previous studies showing that the effectiveness of learning strategies depends on student characteristics, including competitive behavior (Susilawati et al., 2018d), cooperative behavior (Susilawati, 2017a), and students' social interaction (Susilawati et al., 2017c; Susilawati & Sitompul, 2018c). The implication is clear: no single medium is superior for all students. Teachers need to diagnose student characteristics before selecting media, in accordance with the principle of differentiated learning, which adjusts treatment to students' learning needs (Gaol et al., 2024).

These findings also imply the need for media enrichment. To ensure that Quizizz remains beneficial for students with an auditory learning style, teachers can add voice narration to questions, read cases aloud before the quiz begins, or combine the quiz with a reflective oral discussion after the session. Such an approach is consistent with learning designs that integrate content, pedagogy, and technology as a whole (Susilawati & Khaira, 2021b), as well as with the demand for varied and high-quality teaching materials (Susilawati & Khaira, 2021c).

Implications and Limitations of the Study

The successful implementation of digital media cannot be separated from students' perceptions of usefulness and ease of use. Analysis using the Technology Acceptance Model shows that these two perceptions determine the level of acceptance and sustainability of technology use in learning (Susilawati et al., 2025a). The researcher's observations found that students required only one meeting to master the Quizizz interface, so learning time was not consumed by technical issues. More broadly, technological innovation also serves as an important mediator in increasing students' engagement with educational institutions (Susilawati et al., 2021d).

Theoretically, this study expands research on digital learning media by positioning akidah akhlak values as content within the evaluation instrument and student characteristics as a moderating variable. Practically, the findings suggest that Civic Education teachers should position digital quizzes as a planned component of formative assessment rather than merely as an interlude, and should adapt their presentation to the diversity of learning styles. Schools need to ensure adequate internet availability and provide teachers with training in developing value-based question items, because the quality of media is ultimately determined by the quality of the content placed in it (Susilawati et al., 2023a). Future development can be directed toward the use of intelligent, value-oriented, and sustainable platforms (Marisa et al., 2024; Susilawati et al., 2025b), as well as strengthening digital literacy as a prerequisite for responsible civic engagement (Susilawati, 2024b).

This study has several limitations. First, the treatment duration of eight meetings was relatively short for assessing long-term effects, particularly the internalization of values.

Second, student characteristics were limited to visual and auditory learning styles, so kinesthetic learning styles were not represented. Third, the classification of learning styles used a self-report questionnaire, which may contain bias. Fourth, the study was limited to one school, so generalization should be made cautiously. Future studies are recommended to extend the treatment duration, add more levels of student characteristics, and combine tests with behavioral observations to capture the affective dimension more comprehensively, given that teacher-student interaction remains a key factor in character formation (Susilawati, 2024a).

CONCLUSIONS

Based on the analysis of the data and discussion, three main conclusions can be drawn. First, the Civic Education learning outcomes of students taught using Quizizz media based on akidah akhlak values were significantly higher than those of students taught conventionally, with mean scores of 82.34 and 75.94, respectively, and $F_{\text{calculated}} = 14.21$ greater than $F_{\text{table}} = 4.00$. Second, there was no significant difference in learning outcomes between students with visual and auditory learning styles in general, with $F_{\text{calculated}} = 2.45$ smaller than F_{table} . Third, there was a significant interaction between learning media and student characteristics in relation to Civic Education learning outcomes, with $F_{\text{calculated}} = 9.20$ greater than F_{table} ; the Tukey test showed that Quizizz media based on akidah akhlak values was most effective for students with a visual learning style.

Conceptually, this study confirms that digital quiz media have a dual function: strengthening mastery of Civic Education content while also serving as a means of internalizing the values of honesty, trustworthiness, justice, and respect for differences. The theoretical contribution of the study lies in the quantitative testing of the integration of akidah akhlak values into Civic Education evaluation instruments while considering student characteristics as a moderating variable. Practically, teachers need to diagnose students' learning styles before selecting media and enrich digital quiz presentations with auditory elements so that the benefits are more evenly distributed. The limitations concerning treatment duration, the scope of learning styles, and the single-school setting provide opportunities for future research using longitudinal designs and broader samples.

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