Students' Responses in the Use of Quiziz *Paper* Mode in the Formative Evaluation of Qur'an Hadith Learning Mts DDI Taqwa Kota Parepare

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Abstract

This study aims to analyze the ability of teachers to prepare test instruments using Quizizz in the formative evaluation of Qur'an Hadith learning at MTs DDI Taqwa, as well as to examine the effectiveness of its implementation and students' responses toward it. Employing a qualitative descriptive approach, this research was conducted through field observations and in-depth interviews with Islamic Education (PAI) teachers at MTs DDI Taqwa, Parepare City. The qualitative paradigm used seeks to understand comprehensively the teacher's performance and students' experiences in applying Quizizz Paper Mode within the formative evaluation process.The findings reveal that teachers demonstrated a good level of competence in preparing test instruments using Quizizz Paper Mode. They were able to design items aligned with the Qur'an Hadith curriculum, considering question difficulty, and integrating cognitive aspects in accordance with learning objectives. The implementation of Quizizz in paper format presents an innovative alternative in assessment, especially in schools with limited access to digital technology. Despite the paper-based format, this method successfully preserves fairness, maintains engagement, and adapts the advantages of digital quizzes into a traditional testing environment. Moreover, students' responses toward formative evaluations using Quizizz Paper Mode were highly positive. They expressed enthusiasm, found the tests more engaging, and showed greater confidence during evaluations. The use of this method also stimulated active learning, enhanced motivation, and created a more enjoyable and interactive learning atmosphere. Overall, the study concludes that Quizizz Paper Mode serves as a practical and effective solution in formative assessments for Qur'an Hadith learning, bridging innovation with contextual educational needs while fostering both teacher creativity and student participation.

Keywords: Response, Students, *Quiziz Paper Mode,* Qur'an, Hadith

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1.   INTRODUCTION

Learning at the formal education level has brought about significant changes in the way teaching and learning is conducted. Technology, from hardware such as computers and tablets to software such as learning apps and e-learning platforms, allows students and educators to access a wider and more diverse range of educational resources.(Zamani, 2022) With technology, the learning process is no longer limited to textbooks and traditional teaching methods. Instead, technology provides interactive tools that can enrich the learning experience, such as learning videos, simulations, and online quizzes.(Herlina Ahmad, n.d.). The use of more innovative and adaptive teaching methods, increases student engagement, and allows for more effective assessments. Technology integration also requires attention to challenges such as accessibility, data security, and training for educators to maximize their benefits. Overall, technology in formal education plays an important role in improving the quality and effectiveness of the learning process in the digital era. (Sulkifli, 2025)

The use in various learning activities, one of which is to evaluate the learning process carried out, the use of technology in learning activities, especially in the evaluation process, is growing with the existence of various interactive applications such as Quizizz, Google Forms, and similar platforms. Educators to conduct assessments in real-time, interactive, and fun for students. Quizizz offers game-based quizzes that motivate students with elements of competitions and virtual prizes so that the evaluation becomes more engaging and less boring. Learning evaluation is an important process in the education system that aims to measure the effectiveness of teaching, student understanding, and the achievement of learning objectives. Evaluations must be carried out in a comprehensive and structured manner in order to provide an accurate picture of student development and the quality of the learning process.(Nurkholis, 2023)

The use of technological media in the evaluation of Qur'an and hadith learning has a significant impact on students' understanding of the material. Learning media, such as audiovisual, multimedia, and other digital resources can help students gain a deeper understanding of the Qur'an and hadith. The use of Quizziz media in the Qur'an learning evaluation process can be an effective means to measure students' understanding of the Qur'an material that has been taught. Quizziz is a quizze-based learning platform that allows teachers to create interactive quizzes with questions relevant to Qur'anic material.(Rusman, 2011)

The urgency of using Quizizz is one of the effective learning evaluation alternatives because it allows teachers to present questions in an interactive and fun way on the other hand that with features seperti gamifikasi, umpan balik langsung, and measured time, Quizizz is able to increase student motivation in answering questions and in-depth evaluations. Each student can work on the questions independently which allows differentiation according to their learning pace. The results of the evaluation can be directly seen by the teacher, making it easier to

analyze students' understanding of the material. Quizziz allows teachers to create quizzes with various types of questions, ranging from multiple-choice, true/false, to essay questions. Evaluation in the context of learning the Qur'an and hadith teachers can formulate questions related to the understanding of the verses, themes, stories, laws- and concepts contained in the Qur'an.(Rulismi, D., Sahil, 2024)

The use of Quizziz can increase student involvement in the evaluation process. Quizziz presents quizzes in an engaging and interactive format, with live scoring and a leaderboard displaying students' rankings. This can be an additional motivation for students to participate and try better at answering questions. Quizziz also allows teachers to provide feedback directly to students after the quiz is complete. Teachers can provide additional explanations, praise students' achievements, or provide directions to improve their understanding of Qur'anic material. The use of Quizziz in the paper model as a formative evaluation tool in learning is very useful for monitoring students' understanding periodically, especially in the context of learning the Qur'an and Hadith. Formative evaluation aims to provide feedback during the learning process, not just at the end of learning as in summative evaluation. With Quizziz, teachers can formulate questions that are appropriate to the material being studied, such as Qur'anic verses, Islamic laws, and religious concepts.(Aini, 2019)

Quizziz's formative evaluation essentially helps identify aspects where students are having difficulties before learning moves on to the next stage. Because Quiziz provides hands-on feedback and shows students' ratings, evaluations become more interactive and engaging, as well as encourage students to improve their comprehension. Teachers can also adjust questions based on previous results to ensure a better understanding of the material.(Zhang, Z., & Crawford, 2024)

Based on the results of initial observations in class VII.1 MTs DDI Taqwa Parepare where the author found several obstacles, namely; *First,* the learning outcomes of students are still very low with a score below KKM (70). The results of learning evaluations that were evaluated using the classical method or by distributing papers to students were considered not to provide a comprehensive evaluation to students. Therefore, the researcher concluded that the evaluation method carried out by teachers was not effective in evaluating student learning was considered very minimal during the learning process of the Qur'an and Hadith in grade VII.1 MTs DDI Taqwa Parepare; *Second*, the evaluation method used is not able to describe students' abilities in the subjects of the Qur'an and Hadith in depth. Evaluation focuses only on the final result in the form of numerical values without digging more further understanding, application, and internalization of the values contained in the Qur'an and Hadith; *Third,* students only memorize information to answer questions but cannot show in-depth understanding directly. The classical method in learning evaluation used also does not take into account variations in individual abilities so that teachers do not get a comprehensive picture of student understanding. Therefore, the evaluation used by teachers is less effective in

measuring the expected competence in learning the Qur'an and Hadith.(Nurjannah, 2019)

The urgency of this study is to describe the response of students in the use of quiziz mode *paper* in the formative evaluation of Qur'an hadith learning in MTs DDI Taqwa students is carried out to increase student involvement in the evaluation process. Quizizz allows evaluations to be carried out in an interactive and engaging manner so that students are more motivated to participate actively. Through the app's live features, students can receive hands-on assessments that help them understand mistakes and improve their understanding of Qur'anic Hadith material. Another explanation is the varying level of difficulty while making it easier to analyze the results automatically. (Amini, A., & Nurzannah, 2024)

2. METHOD

This study uses a qualitative approach with a descriptive research type, which aims to describe in depth the phenomena that occur in the field, especially related to students' responses to the use of *Quizizz Paper Mode* in the formative evaluation of Qur'an Hadith learning at MTs DDI Taqwa Parepare City. The qualitative approach was chosen because it is able to explore the meaning, experience, and views of the research subject more thoroughly and contextually. Through this approach, the researcher can fully understand how teachers design evaluation instruments and how students respond to *Quizizz-based* alternative evaluation media in print form, which is a solution to the limitations of digital facilities in schools.(Lestari, 2019)

Meanwhile, a descriptive approach is used to describe the real conditions that occur in the school environment. This approach allows researchers to systematically present data on the process of implementing formative evaluations, the characteristics of the questions prepared by teachers, as well as students' attitudes, enthusiasm, and involvement in participating in the evaluation. Data collection techniques are carried out through direct observation, in-depth interviews with Islamic Religious Education (PAI) teachers, as well as supporting documentation such as sample questions and student answer sheets. All data obtained are then analyzed qualitatively through the process of data reduction, data presentation, and conclusion drawn, while maintaining the validity of the data through source and method triangulation techniques.(Dewi, F. C., & Yuniarsih, 2020)

3. RESULTS AND DISCUSSION

Teachers' Ability to Prepare Formative Evaluation Instruments with Print Mode Quizizz in Qur'an Hadith Learning

The ability of teachers to prepare evaluation instruments is one of the important aspects in determining the success of the learning process, including in the subject of Qur'an Hadith. A good test instrument must be able to measure the extent of students' understanding of the material that has been taught validly. Along

with the development of educational technology, various digital platforms have been used to support evaluation activities, one of which is Quizizz with *the Paper Mode feature.*(Suttrisno, S., Yulia, N. M., & Fithriyah, 2022)

In compiling formative evaluation questions, I started from adjusting the material that had been taught with assessment indicators. After that, I made the questions one by one and then I put them on the Quizizz platform. I chose Paper Mode because the conditions in the classroom are not all students can access cellphones or the internet smoothly.(Nurhusni, F. A., Tarsono, T., & Nugraha, 2024) So I still want to use technology but that can be reached by all students. I printed out questions from Quizizz and distributed them to students. So there is still a digital element but it can still be run manually in the classroom. Based on the results of an interview with the Qur'an Hadith Teacher at MTs DDI Taqwa, it is known that in compiling formative evaluation questions using *Quizizz Paper Mode* where teachers show an open attitude towards the use of technology even though they initially doubted its effectiveness. The teacher said that previously, formative evaluations were often carried out conventionally using ordinary paper after trying Quizizz, especially the *Paper Mode feature,* teachers felt that this platform was quite easy to prepare and implement tests.(Utami, W., Purwati, P. D., & Ibawati, 2024)

a detailed explanation was obtained about the steps taken in making a test instrument using Quizizz Paper Mode. The teacher explained that the process of preparing questions is basically not much different from making conventional questions, but there are additional stages related to the use of digital platforms. The results of the interview explained that the first step taken by the teacher was to compile a grid of questions that were adjusted to the basic competencies, achievement indicators, and learning objectives that had been set. The preparation of the grid is an important basis so that the questions made are really relevant and directed according to the Qur'an Hadith material that has been taught to students.

The teacher begins to compile questions in the form of multiple choice typed first in Microsoft Word. The stage aims to evaluate the redaction of the questions, correct errors and ensure that the language used is in accordance with the level of understanding of students. By doing the initial typing in Word, teachers have better control over the structure of the question before input it into the platform. The teacher opens the Quizizz platform and starts to input questions one by one into Paper Mode. Quizizz provides a feature to save questions in PDF format so that teachers can print questions directly after completing them. Before printing and distributing the questions to students, teachers double-check the answer key and ensure that the layout of the questions is not too crowded to make it easier for students to read and answer. it is known that Quizizz is generally considered very helpful in preparing questions that are in accordance with the purpose of learning the Qur'an Hadith. The teacher said that the platform has a high level of flexibility, making it very easy to design questions that are not only in accordance with the material but also in harmony with the cognitive level and competence to be

achieved. The teacher emphasized that in learning Qur'an Hadith, the purpose of learning is not only limited to memorizing verses but also includes understanding the meaning and application of Qur'anic values in daily life. The questions that are prepared must also be able to reflect these goals. Quizizz allows teachers to create a variety of questions, for example, questions about understanding the content of sentences, analysis of the context of the sentence, to case study questions that invite students to think critically and applicatively. Teachers also consider that one of the advantages of Quizizz is the very efficient question bank storage and management feature for repeated use. Teachers don't need to rearrange all the questions from scratch for evaluation

The Use of Quiziz paper Mode in Formative Evaluation in Qur'an hadith learning at MTs DDI Taqwa

Formative evaluation is an important part of the learning process, which aims to find out the extent to which students understand the material that has been delivered by the teacher. In the context of learning Qur'an Hadith at MTs DDI Taqwa, the evaluation not only assesses aspects of memorization or understanding of verse texts, but also how students are able to internalize Qur'anic values in daily life. To support an effective evaluation process, evaluation media innovation is needed to be more interesting, relevant and can reach all students.

Based on the results of observations and interviews conducted, the evaluation carried out in the classroom includes the following aspects:

Aspects	Observation Results
Formative Evaluation	Formative evaluation is an important part of the learning process which aims to find out the extent of students' understanding of the material that has been taught. Based on the results of interviews with Qur'an Hadith teachers at MTs DDI Taqwa, it is known that teachers have carried out formative evaluations 4 times during the learning process. This evaluation was carried out using the Quizizz platform through the Paper Mode feature.

The process of implementing formative evaluation using Quizizz Paper Mode in the Qur'an Hadith class at MTs DDI Taqwa that the implementation of formative evaluation with Quizizz Paper Mode began with compiling evaluation questions digitally through the Quizizz platform as in general distinguishing is the way it is implemented. The questions that have been made are not directly done online by students, but are printed in physical form and distributed to all students in paper form. This is done considering that not all students have access to digital devices or a stable internet connection in the school environment. The teacher distributes the question sheets one by one to the students, while providing a brief technical guide on the game code that is usually entered through the teacher's device to set the time and monitor the order of the questions. So even though it is in the

form of paper, technological elements are still presented as a control and complement in the evaluation process.

Use of Quizizz Paper Mode media was considered very effective in evaluating students' understanding of Qur'an Hadith subject matter. One of the main reasons is because the mode minimizes technical obstacles that often occur when using digital devices, such as internet network disruptions or running out of battery on students' devices. With Paper Mode, questions can be done directly on paper so that students feel calmer and focused in answering questions similar to conventional exams. However, technological advantages are still utilized. Teachers can still monitor the progress and results of student answers digitally through the Quizizz dashboard because after students finish working, their answers are input into the system. This provides a double benefit: the implementation remains inclusive for all students and teachers get the convenience of analyzing the results the most helpful, according to teachers, is the automated evaluation results report provided by Quizizz. From the report, the teacher can immediately identify which parts or topics are still not mastered by students, such as errors in understanding the laws of *mad* reading or difficulties in interpreting short hadiths. This information is the basis for teachers to immediately design remedial or reinforcement of the material in a more targeted manner.

Other students revealed that they felt calmer when working on the questions because the shape was in the form of a familiar sheet of paper and did not make you anxious like when you had to do it directly through the cellphone screen. Even so, they still feel the feel of playing quizzes because after working on the system displays scores and rankings automatically. This makes the evaluation atmosphere feel more interactive and interesting. The scores and rankings that emerge after the evaluation provide a special motivation for learners because they can see the results directly and compare them with their peers in a healthy and competitive context. According to the speakers, the combination of conventional methods (paper) and technology (real-time scores) succeeded in creating a more enjoyable and less burdensome learning experience.

The use of Quizizz Paper Mode provides an equal opportunity for all students to take part in the evaluation, without being limited by the availability of digital devices. In the context of schools where not all students have or can access devices such as cellphones or a stable internet network, this mode is an inclusive solution. Students feel more comfortable and not left behind their peers in taking exams so that the learning atmosphere becomes more fair and non-discriminatory. The use of *Quizizz Paper Mode* is considered very interesting and provides a different experience compared to the previous conventional exam. Even though the question work is still done on paper, participants feel a more pleasant atmosphere because of the gamification element. After completing the exam, the exam results are displayed digitally on the screen, showing the highest scores and rankings of each student. This creates a healthy competitive atmosphere and makes students more excited to take the exam. In addition, the atmosphere of the exam becomes

less stressful because students feel like they are playing quizzes instead of just facing a formal exam. This approach shows that Quizizz Paper Mode is able to present innovative evaluations and encourage student learning motivation in a positive way.

For daily exams and formative quizzes. The main reason behind the decision was the flexibility offered by the medium that allowed the incorporation of the advantages of digital evaluations, such as automated reports and leaderboards that motivate students with the convenience of working on questions on paper. The teacher also expressed his intention to explore other features provided by Quizizz such as *open ended questions* in Paper Mode. With this feature , students can be better trained to write short essay answers, which can certainly develop their critical and expressive thinking skills. The use of Quizizz *Paper Mode* is considered to provide a more dynamic and interesting approach in the evaluation process that can encourage improvement in the quality of learning. This is due to the use of less complicated language and because the material being tested has been discussed earlier in the lesson. Students feel that the questions are relevant and in accordance with their level of understanding so that they can easily complete the evaluation task. The clarity of the questions presented is one of the important factors that supports the smooth evaluation process and helps students to focus on understanding the material rather than feeling confused by the formulation of the questions. Students also explained that: Some questions are easy, but there are also some that are a bit confusing, especially multiple-choice questions whose answers are similar.

The language used in the questions is also not too difficult so that students do not feel confused when doing it. However, there are some questions that dig deeper into understanding, which require them to really remember the content of the verses or hadiths that have been taught. This shows that although the questions are fairly easy, there are more challenging questions that test the extent to which students can delve into the material and apply it more deeply. I think it's pretty balanced. There are easy questions because they have been discussed many times in class, such as the content of verses or the meaning of hadiths. But there are also some more challenging questions, such as questions that require deeper interpretation or understanding. But it is actually good, because we become more serious about studying and remembering the Qur'an Hadith material well.

The evaluation process runs in line with learning, reflecting the suitability between the learning indicators and the form of evaluation used by Qur'an Hadith teachers. Other speakers also explained that. the questions given through Quizizz Paper Mode were very relevant to the material that had been taught, especially those related to the interpretation and content of the letter. This shows that Qur'an Hadith teachers have designed formative evaluation instruments by paying attention to the relationship between basic competencies and indicators and materials that have been delivered in class. Thus, students can work on the questions with more

confidence because they feel familiar with the content. The resource person explained that: Very suitable. The questions that come out are based on the lessons the questions given through Quizizz Paper Mode were considered very relevant to the material that had been taught, both from books and oral explanations from teachers in class. This makes students feel more prepared and not surprised when facing the problem because they are able to relate the problem to the previous learning discussion. Thus, the evaluation carried out is considered to be able to truly measure the understanding of the material that has been studied effectively. The next question is related to whether the use of Quizizz makes learning more interesting, here are the results of interviews conducted with students that: the use of Quizizz, especially in *Paper Mode* mode, was able to increase the attractiveness of learning. This is due to the presence of interactive elements such as the appearance of scores directly after the test that provide the feel of healthy competition like a game (game). This situation encourages students' enthusiasm for learning because they are motivated to get good results and be ranked at the top. Thus, evaluation is not only a measuring tool, but also a fun and motivating means for students to study more actively. The results of interviews conducted with students were: The results showed that the visual aspects of *Quizizz Paper Mode* such as the colors and animations during the announcement of grades had a positive impact on their enthusiasm for learning. These attractive visual elements create a healthy competitive atmosphere and make the evaluation not feel stiff or stressful. That way, students feel more motivated and entertained while staying focused on academic achievements in Qur'an Hadith lessons.

Students' responses to Formative Evaluation using Quiziz Paper Mode.

Formative evaluation is one of the important parts of the learning process, because it provides an overview of students' understanding of the material that has been taught. The use of technology in evaluation, such as the Quizizz platform, has provided an innovative alternative in how to test students' understanding. One of the interesting features is Quizizz Paper Mode which allows evaluations to be carried out in a more interactive and fun way while still using paper media for the questions being worked on.

Aspects	Observation Results
Student Responses	The response of students to the use of Quizizz Paper Mode was quite positive. They felt that the questions given were more interesting and different than usual because the design and appearance of Quizizz were more varied even though they were printed. Students also feel helped because they do not need to use cellphones or the internet, so that the evaluation can still be followed by all students without being constrained by access.

	Compared to conventional questions that tend to be monotonous and only in the form of plain text, questions from Quizizz are considered more fun and motivate them to work. In addition, students feel helped because they do not need to use cellphones or the internet like in online mode, so that all students can still take part in the evaluation equally and inclusively
Teacher Constraints	The main obstacle experienced by teachers is in the early stages of using the Quizizz platform, especially in understanding the technical use of the Paper Mode feature. In addition, it takes more time to compile and input questions into the system
Student Constraints	The students' obstacles are mostly related to their limitations in understanding the instructions for working on the questions that come from the printed digital platform. Some students also have difficulty when the questions contain variations of symbols or images from digital formats that are not clear when printed

The question is related to how the involvement or participation of students during the evaluation using Quizizz Paper Mode, the following are the results of the interview conducted with the Qur'an Hadith Teacher that:

Using Quizizz Paper Mode was very high. Almost all students took the evaluation seriously and seemed more focused than when using conventional evaluation methods. Because it looks like a quiz, even though it's still done on paper, they feel like it's like a fun game. Before the exam began, they looked enthusiastic wondering how this system worked, how the results would be displayed, and who would get the highest score. It signifies that from the beginning, they have shown active participation. Moreover, they not only answer perfunctoriously, but seem to be really thinking and discuss previous questions during the learning session. I also saw students who were usually passive, this time more interested in getting involved because they felt it was a new, friendlier, less stressful way.(Arifin, Z., & Setiawan, 2022)

The Qur'an Hadith Teacher showed that the involvement of students in formative evaluation using *Quizizz Paper Mode* was very high and more focused compared to conventional evaluation. Teachers observe that students feel more enthusiastic and interested in actively participating from the beginning even before the exam starts. Learners showed great curiosity about how the system works, how the results will be displayed and who will get the highest score, reflecting their interest in the new format. The use of Quizizz Paper Mode, which is similar to the game, provides a more relaxed and fun atmosphere, although it still uses paper media to work on the problems.(Lutfi, S., Fauzan, M., Surawan, S., & Arman, 2025)

This makes students feel more comfortable because they don't feel pressured like when taking regular exams. Even students who previously tended to be passive now look more active and engaged and feel that the method is friendly and less stressful.

Students consider the use of Quizizz as an update that provides a different experience in the evaluation process. Compared to conventional exams that often make students feel stressed and anxious, the use of *Quizizz Paper Mode* creates a more relaxed and vibrant atmosphere, although the main goal remains to test their academic abilities. Students really enjoy the live score and ranking features that can be viewed together as it gives them the opportunity to know where they stand compared to their peers. This not only increases healthy competition, but also increases their enthusiasm for learning. In addition, after all the answers are gathered, the system provides immediate feedback that helps students to evaluate themselves and understand the mistakes they made. The feature allows students to learn from their mistakes and improve their understanding going forward

The difference is very noticeable. If I compare it with conventional evaluations, students' enthusiasm when using Quizizz Paper Mode is much higher. They not only came with enthusiasm, but also more prepared materially. Even some students are already studying at home because they want their results to be good and appear on the leaderboards. When the exam took place, the atmosphere was lively but still orderly. There is a kind of drive from within them to show their best abilities, not only because they want to score high, but also because they feel positively challenged. After the evaluation was over and the scores were displayed, I saw spontaneous reactions such as satisfied smiles, small applause from his friends, and some even immediately asked, 'When will we use Quizizz again, Ustazah?' Things like this are very rare for me to come across in the evaluation of older models. This proves that the use of technology, even in a simple form such as Paper Mode, can significantly arouse students' enthusiasm for learning and participation. (Muasmara, R., Husti, I., Zamsiswaya, Z., & Fibriyani, 2025)

The Qur'an Hadith Teacher showed that the enthusiasm of students when using Quizizz Paper Mode was very high when compared to conventional evaluations. The teacher noted that not only did the students come with high enthusiasm, but they were also more prepared materially, and some students even studied at home more actively in order to get good results and appear on the leaderboard. It shows that students' intrinsic motivation increases, which is not only focused on grades but also on the desire to show their best abilities. During the exam, the atmosphere in the classroom remains orderly but lively because there is a positive encouragement from within the students to give their best. Students' reactions after the evaluation, such as a satisfied smile or a small applause where they are happy with the way the evaluation is done and do not see it as a burden is a rare thing to encounter in the old model evaluation. The use of *Quizizz Paper Mode* has significantly aroused students' enthusiasm for learning and participation which signifies that technology, even when used in a simple form such as *Paper Mode* can have a very positive impact on student enthusiasm and engagement in the

process of learning and evaluation. How do you feel when taking the test using the media compared to the usual way,

Learners showed that they felt more relaxed and less tense when working on the test using Quizizz Paper Mode compared to regular exams. Students feel that the display of interesting questions gives the impression of playing a quiz, not a scary exam. This makes them feel more comfortable and can think more calmly when working on the questions. The presence of fun elements in the exam format gives them a more positive feeling towards the evaluation process and reduces the pressure that usually occurs in conventional exams. Other students explained that they felt happier when taking the test using *Quizizz Paper Mode* because the atmosphere felt like a game but still serious. The interviewee stated that the experience was very different from the usual exam which usually feels stiff and scary. With Quizizz, the interviewees find it more enjoyable because the format is more interactive and does not add pressure like conventional exams.

The research that It's more fun, because there are different nuances. I don't usually like exams very much, but when I use Quizizz I don't feel pressured.Other interview results support this study by explaining that the use of Quizizz Paper Mode makes the test more fun because there are different nuances. Learners revealed that learners usually don't like exams very much, but by using Quizizz they feel less stressed showing that this approach provides a more enjoyable learning experience and reduces the anxiety that often arises on traditional exams.

The use of Quizizz Paper Mode had a positive impact on student confidence. Students feel more comfortable and less afraid of making mistakes, in contrast to traditional exams that often make them feel nervous. This indicates that Quizizz can create a positive atmosphere. more supportive and less stressful which can ultimately increase students' confidence in working on evaluation questions. The use of *Quizizz Paper Mode* can increase students' enthusiasm and motivation in working on questions. The quick assessment and rank comparison features provide additional motivation for students to compete with their peers. By looking at the rankings directly after completing the questions, students feel more challenged to get high scores, which makes the learning experience more exciting and dynamic. This sets Quizizz apart from conventional exams, which usually involve simply collecting answer sheets without any *direct* feedback and taking longer to get results.

That Quizizz Paper Mode not only boosted morale during the exam, but also encouraged students to study harder before the exam. Curiosity about results and the desire to compete with peers creates internal motivation that encourages students to prepare better. This adds a new dimension to exam preparation, where students feel more involved and have more concrete goals to achieve good results. The results of the interview explained that the use of Quizizz Paper Mode not only provides a different evaluation experience, but also builds students' intrinsic enthusiasm and motivation. They no longer see evaluation as a mere burden, but rather as a fun and challenging activity, resembling a game that encourages them to

constantly strive to show that an interactive and fun approach to evaluation can increase active participation and a desire for continuous learning.

That Quizizz Paper Mode was able to increase students' curiosity and enthusiasm for learning. Curiosity about the results of the evaluation and the desire to show the best performance compared to their peers are positive triggers for students to study more diligently. This shows that the use of evaluation media that combines competitive elements and quick feedback can stimulate students' intrinsic and extrinsic motivation simultaneously. The results of the interview explained that improving the visual aspect and initial guidance is very important to make using *Quizizz Paper Mode* more enjoyable and inclusive. With the addition of image and color elements, students feel that the appearance of the question becomes more interesting and not monotonous The results are displayed on the screen so that we know directly who is the best. Based on the excerpt of the interview, it can be concluded that students want variety in the implementation of evaluations using *Quizizz Paper Mode*, especially through the group method, which is considered to be able to add excitement and increase social interaction between students.

Teachers' ability to prepare test instruments using Quiziz paper Mode for Formative Evaluation of Qur'an hadith learning in MTs DDI Taqwa students.

The teacher's ability to prepare evaluation instruments is an important aspect in determining the effectiveness of learning, including in the subject of Qur'an Hadith. At MTs DDI Taqwa, teachers show openness and adaptability to technology by utilizing Quizizz Paper Mode as a formative evaluation medium. At first, teachers were hesitant to use this digital platform, especially in the Paper Mode version, because they were used to conventional paper-based methods. Teachers find it helpful because this platform makes it easier to prepare questions that are in accordance with the indicators and learning objectives. The teacher starts the process of compiling a grid that includes basic competencies and indicators and then compiling multiple-choice questions in Microsoft Word to ensure the quality of the redaction before feeding it into Quizizz. The *Paper Mode* feature was chosen because most students do not have maximum access to the internet or digital devices so that questions can be printed and shared manually but still utilize technological elements.

In its application, teachers feel that Quizizz is very flexible and supports the creation of questions that vary from verse comprehension questions to case study questions to test the application of Qur'anic values in life. The platform also allows the storage of questions to be reused at the next opportunity, which is considered efficient. Teachers face several challenges such as limited initial understanding of the platform, network constraints when uploading questions and the print appearance of Quizizz which is sometimes untidy and requires manual editing. In addition, students initially felt unfamiliar with the question format from Quizizz because it was different from the conventional print format they were used to. However, with direction, students can adjust.

Overall, the use of Quizizz Paper Mode in the formative evaluation of Qur'an Hadith learning at MTs DDI Taqwa shows that teachers have applied an innovative and adaptive evaluation approach. Teachers not only show technical ability in compiling digital questions, but also consider the condition of students wisely, so that the evaluation process remains inclusive and of high quality. This initiative reflects a positive transformation in learning and evaluation practices, where technology is appropriately used to support the achievement of students' competencies. The ability of teachers to prepare test instruments using Quiziz Paper Mode in the formative evaluation of Qur'an Hadith learning at MTs DDI Taqwa shows that teachers are able to effectively integrate technology and the needs of students. The teacher begins the process of preparing the instrument by making a grid of questions based on Basic Competency (KD) and learning indicators, then formulates multiple-choice questions that measure students' understanding of Qur'an Hadith material. The questions were initially prepared in the form of Microsoft Word documents to ensure clarity of the editorial and suitability with the learning objectives.

Teachers demonstrate the ability to compile relevant, valid, and reliable test instruments, both in terms of content and measurement purposes. Teachers are also able to use digital tools such as Quizizz Paper Mode which makes it easier to carry out evaluations even in printed form. This shows the flexibility and innovation of teachers in adapting technology to the real conditions of students. In addition, teachers also show the ability to analyze the results of evaluations objectively. They can identify students who are having learning difficulties and design follow-ups in the form of remedial learning or reinforcement of the material.

Teachers also understand the principles of good evaluation, such as fairness, openness, and sustainability. Thus, teachers' evaluative abilities are not only limited to the technical aspects of problem preparation, but also include interpretive skills on the results of the evaluation and appropriate decision-making to improve the quality of learning. Overall, the teacher's ability to evaluate at MTs DDI Taqwa can be said to be quite good and supports the creation of an effective, accountable, and oriented Qur'an Hadith learning process that is effective, accountable, and oriented towards improving student learning outcomes.

The Use of Quiziz paper Mode in Formative Evaluation in Qur'an hadith learning at MTs DDI Taqwa.

The use of Quizizz Paper Mode in the formative evaluation of Qur'an Hadith learning at MTs DDI Taqwa is an effective innovation in bridging the limitations of technological facilities with the need for digital-based assessments. This formative evaluation is designed to measure the extent to which students understand the material that has been taught, including understanding the verses of the Qur'an, interpreting hadiths, and appreciating Islamic values in daily life. Based on the results of the interview, the Qur'an Hadith teacher said that the evaluation process began with the preparation of questions digitally on the Quizizz platform as usual.

However, the exam is carried out offline using paper, because not all students have adequate devices or internet access.(Nurhusni, F. A., Tarsono, T., & Nugraha, 2024)

The teacher prints out the questions from Quizizz and distributes them directly to the students. Meanwhile, to control the processing time and monitor the order of the questions, teachers continue to use the Quizizz system by entering the game code on their own devices. Once students complete the test on paper, the answer sheet is collected and the teacher manually inputs the answers into the system. This step allows teachers to obtain fast and accurate evaluation data in the form of digital reports.(Handayani, S., Huda, D. N., & Astuti, 2023)

The use of Quizizz Paper Mode in the formative evaluation of Qur'an Hadith subjects at MTs DDI Taqwa was felt to be very effective, both from the point of view of teachers and students. From the teacher's side, this mode is considered to be able to overcome various technical obstacles that often arise during digital device-based exams, such as internet network disruptions and battery limitations on students' devices. By using paper-based questions, students can take the exam more calmly and focused, resembling the atmosphere of a conventional exam. Nevertheless, the element of technology is still optimally utilized, especially in the process of analyzing the results of the evaluation. Once the students' answers are collected, the teacher manually enters the data into the Quizizz system which then presents the results report automatically. This report is very helpful for teachers in identifying topics that students have not mastered, such as understanding the laws of mad reading or interpretation of short hadiths, so that teachers can design remedial programs or strengthen the material in a targeted manner.(Rohmawati, 2022)

From the perspective of students, the use of Quizizz Paper Mode provides a more enjoyable experience than conventional exams. They feel less pressured because they are doing problems on paper that they are familiar with, but they can still see results and scores in real time after finishing their work, like playing a quiz. The exam atmosphere becomes more interactive and not monotonous. The element of competition that arises from the existence of scores and rankings is also an additional motivation for students to try better. Overall, the combination of traditional methods with digital technology in Quizizz Paper Mode creates a more comfortable, fun, and meaningful evaluation atmosphere for all students, and still supports the effectiveness of measuring learning outcomes in learning Qur'an Hadith.(Handina, W. P., & Parisu, 2025)

Students explained that the use of Quizizz in evaluation makes learning feel more interesting and fun. They feel a different atmosphere compared to traditional exams. One of the students stated that, although the questions were still done on paper, after finishing the work, the results were immediately presented digitally, which gave the impression that they were participating in an interactive game or quiz. This not only makes the evaluation process more exciting, but it also motivates them to be more excited, as they can see their ratings and grades directly on the

screen. In addition, learners feel less stressed or tense during exams because the atmosphere is lighter, such as taking quizzes, than formal exams that usually make them anxious.(Intang, 2024)

Other students also added that the use of Quizizz makes learning more lively and fun. They stated that the attractive appearance and the presence of gamification elements in the evaluation made them feel more relaxed. The instructions given by the teacher before the exam are also very helpful in explaining how to do the questions, which makes them more confident and less confused during the exam. This way, they feel that they are not only working on regular exam questions, but also participating in fun and challenging activities. Students also revealed that Quizizz made them more motivated to learn. They feel more involved in the evaluation process because there is a healthy competition between students through a leaderboard system that displays who has the highest score. This makes them more enthusiastic and does not feel bored when taking the evaluation. With this feature, they feel that evaluations are not just a test, but also part of a fun and interactive learning experience.(Daulay, S. H., Ramadhan, A., & Wahyuni, 2023)

4. CONCLUSION

The teacher's ability to prepare test instruments using Quizizz Paper Mode in the formative evaluation of Qur'an Hadith learning at MTs DDI Taqwa shows quite good ability. Teachers are able to design question items that are in harmony with the learning material, consider the level of difficulty, and integrate the cognitive aspects of students in accordance with the objectives of formative evaluation. This shows that teachers not only understand the evaluation function, but are also able to adapt to the development of digital technology contextually, by utilizing the printed version of the Quizizz application to adjust to the conditions of students and the limitations of school facilities. The use of Quizizz Paper Mode in formative evaluation provides an innovative alternative in the assessment process. Although Quizizz is known as a digital-based medium, the print format still allows teachers to apply the principles of technology-based evaluation in a way that is relevant to learning environments that are not yet fully digital. This method not only answers the limitations of the means, but also maintains the aspect of fairness in the evaluation, as well as encourages students to be more enthusiastic, focused, and responsible in participating in the assessment.

The students' response to the implementation of formative evaluation using Quizizz Paper Mode was generally very positive. Students feel more challenged, motivated, and enjoy the evaluation process that is different from conventional methods. The interesting and varied question format makes them more active in learning and confident. Thus, the use of innovative evaluation media such as Quizizz Paper Mode has been proven to increase learning motivation, create a more fun and interactive learning atmosphere, and strengthen student involvement in the teaching and learning process.

This research reflects on the importance of teachers' flexibility and creativity in integrating technology in learning, without relying entirely on digital devices. Quizizz Paper Mode is a form of pedagogical adaptation that combines technological innovation with the limited local context of education. From the interpretive side, the results of this study show that the essence of innovative learning is not only in the use of modern technology, but also in the ability of teachers to adapt technology to the needs and conditions of students. Therefore, Quizizz Paper Mode can be seen as a representation of a humanistic, inclusive, and adaptive approach to learning in schools with limited digital infrastructure.

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