

UTILIZATION OF THE KAHOOT APPLICATION IN PAI LEARNING TO INCREASE UNDERSTANDING OF GRADE V STUDENTS AT SDN 106840 KP. BENAR KAB. SERDANG BEDAGAI

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ABSTRACT

Abstrak: Penelitian ini bertujuan mengatasi masalah rendahnya keterlibatan dan pemahaman siswa dalam pembelajaran PAI di SDN 106840 Kp. Benar akibat metode konvensional yang monoton. Dengan pendekatan kualitatif dan metode observasi deskriptif, penelitian ini mengeksplorasi penggunaan aplikasi Kahoot sebagai media pembelajaran interaktif berbasis game. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan model analisis interaktif Miles dan Huberman, yang mencakup reduksi data, penyajian data, dan penarikan kesimpulan/verifikasi. Hasil menunjukkan bahwa Kahoot meningkatkan motivasi, keterlibatan, dan pemahaman siswa terhadap materi Iman Kepada Hari Akhir. Kebaruan penelitian ini terletak pada penerapan Kahoot dalam konteks pendidikan Agama Islam di sekolah dasar. Disarankan agar guru dan sekolah mengintegrasikan media digital seperti Kahoot untuk mendukung pembelajaran aktif sesuai Kurikulum Merdeka.

Kata Kunci: Kahoot, Akidah Akhlak, Pembelajaran Interaktif, Motivasi Belajar, Pemahaman Siswa

Abstract: This study aims to address the issue of low student engagement and comprehension in Islamic Education (PAI) learning at SDN 106840 Kp. Benar, caused by monotonous conventional teaching methods. Using a qualitative approach and descriptive observation method, the research explores the use of the Kahoot application as an interactive game-based learning medium. Data were collected through observation, interviews, and documentation, and analyzed using the interactive analysis model by Miles and Huberman, which includes data reduction, data display, and conclusion drawing/verification. The results show that Kahoot enhances students' motivation, engagement, and understanding of the topic Faith in the Day of Judgment. The novelty of this research lies in the implementation of Kahoot in the context of Islamic religious education at the elementary school level. It is recommended that teachers and schools integrate digital media such as Kahoot to support active learning in alignment with the Merdeka Curriculum.

Keywords: Kahoot, Aqidah Akhlak, Interactive Learning, Learning Motivation, Student Comprehension



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A. INTRODUCTION

The development of science and technology increasingly encourages renewal efforts in the use of technological results in the learning process. Teachers are required to be able to use media provided by the school. Teachers can at least use cheap and efficient tools, although simple but it is a must in an effort to achieve the expected teaching goals. In addition to teachers being able to use the available tools, teachers are also required to be able to develop skills in creating learning media that will be used if the media are not yet available. For this reason, teachers must have sufficient knowledge and understanding of learning media. (Fazriyah et al., 2020) .

Another phenomenon that strengthens the urgency of learning innovation is the lack of attention of students to spiritual values in the digital era. A survey by the Indonesian Child Protection Commission (KPAI, 2021) showed that 61% of elementary school students spend more than 3 hours a day on gadgets, but not directed at spiritually educational things. On the other hand, studies show that generation Z has a high preference for visual and interactive learning (Prensky , 2001), which demands an update to digital technology-based learning methods.

Kahoot is a game -based learning platform learning) that allows students to take quizzes in real- time using their electronic devices. The platform was developed by a group of academics from Norway University of Science and Technology and was officially launched in 2013. Kahoot combines elements of competition, engaging visualizations, and real-time responses that make learning more engaging and dynamic. (Wang, 2015) . This application supports a constructivist approach , which emphasizes active learning where students engage in independent and collaborative information seeking and processing. Kahoot can be used in a variety of subjects, including religious education, by adapting quiz content to suit moral and spiritual values. (Plump & LaRosa, 2017) .

The study was conducted by (Licorish et al., 2018) showed that the use of Kahoot in the learning process can increase student learning motivation and strengthen interactions in the classroom. This reflects the important role of technology in creating a more lively and participatory learning atmosphere . Similar findings are also supported by research by Wang and Tahir (2020), which states that more than 80% of students feel that learning is more fun and effective with the help of Kahoot , because it helps them understand the material faster. Some of the main advantages of using Kahoot in learning include increasing active student participation during the learning process, the ability of this application to strengthen students' short-term memory through repetition and interesting visualizations, the availability of live result monitoring features that make it easier for teachers to evaluate student achievement, and the flexibility of content that can be adjusted to learning goals and needs. These findings confirm that Kahoot is

not just a game tool, but also a strategic learning medium for building student engagement and learning effectiveness.

Kahoot as an interactive learning media based on technology that can be accessed online not only has quiz features, but also games, discussions and surveys. The features games and quizzes can be applied in two versions, namely groups and individuals in answering questions contained in their android screens. In answering questions also get instructions to choose answers with the help of images that are given color on each image. Application of games Kahoot also requires students to answer questions carefully and quickly. Because it will affect their ranking in the final game score. (Sakdah et al., 2021).

Several previous studies have shown the effectiveness of using Kahoot in improving the quality of learning. Wang (2018) found that Kahoot significantly increased student engagement in mathematics learning at the junior high school level, with student participation increasing by 90% and a 12% increase in post-test scores. Research by Licorish et al. (2018) in the context of English language learning also showed that the use of Kahoot can increase retention, learning satisfaction, and interaction between teachers and students in the classroom. Meanwhile, a study by Plump and LaRosa (nd.) confirmed that Kahoot is effective in higher education environments, but content adjustments are needed when used for value-based and spiritual learning such as religious education. These findings strengthen the theoretical basis that Kahoot can be a relevant and adaptive learning medium at various levels of education and material contexts.

Previous studies have been mostly conducted at the higher education level or in exact sciences and language subjects. Only a few have examined the use of Kahoot in the context of Islamic religious education, especially at the elementary school level.

This study has several major differences compared to previous studies. First, the main focus of this study is on learning the subject of Aqidah Akhlak, which emphasizes strengthening the values of faith and noble morals in everyday life. This is different from most previous studies that focus more on science or language.

Second, the educational context raised in this study is at the basic education level, namely Elementary School (SD). The emphasis on the basic education level is important because at this stage basic spiritual and moral values begin to be formed and instilled systematically. This is different from many other studies that focus on the context of college or secondary education.

Third, this study adapts the use of digital learning media such as Kahoot with spiritual and moral values. In this case, the content presented is not only to convey information cognitively, but is also designed to shape the character of students through a fun and interactive approach.

Thus, this study fills the gap in the literature regarding the use of interactive digital media in learning religious values in early childhood.

The main objectives of this research are:

"To determine the effectiveness of using the Kahoot application in improving students' understanding of the Aqidah Akhlak material at SDN 106840 Kampung Benar."

The problems that are the focus of the study in this research include several important aspects. First, the low level of student participation and interest in participating in Aqidah Akhlak learning is a challenge for teachers. Learning that is monotonous and does not involve students actively often makes the material presented uninteresting and difficult to understand.

Second, there is an urgent need to present innovations in learning media, especially those that are interactive and in accordance with the characteristics of today's learners known as the digital generation. This generation tends to be more responsive to the use of technology and a fun approach to the learning process.

Third, the application of game -based learning models is still limited. learning) in the context of Islamic religious education, especially at the elementary school level. In fact, this approach has great potential to increase student engagement and strengthen their understanding of spiritual and moral values in a more contextual and enjoyable way.

This study is limited to the learning of the subject of Akidah Akhlak as part of Islamic Religious Education (PAI) at the elementary school level. This focus was chosen because Akidah Akhlak has an important role in instilling the values of faith and noble morals from an early age, but is often delivered monotonously so that it is less interesting for students. By setting limitations on the Akidah Akhlak material, this study aims to evaluate the effectiveness of the use of interactive digital media, especially the Kahoot application, in increasing student involvement and understanding of conceptual and affective PAI values .

This research is important to do because it answers the actual needs of the world of education that is transitioning towards digital learning and based on active student involvement. In the context of religious education, innovative approaches such as Kahoot are still rarely adopted, even though they have great potential to enliven the classroom atmosphere and improve understanding of the values of faith and morals.

This research is expected to provide real contributions in the world of education, especially in Islamic religious education learning at the elementary level. One of the main hopes of this research is the formulation of an effective and relevant Kahoot application implementation model for use in the Aqidah Akhlak subject, which is affective. Through this approach, students not only gain knowledge, but are also guided to form attitudes and behaviors in accordance with Islamic teachings.

In addition, this study aims to provide practical guidance for teachers in developing Kahoot- based learning content that is not only educational, but

also upholds spiritual and religious values. Thus, this digital learning media can be used appropriately in the context of religious education.

The novelty offered by this study lies in several aspects. First, the integration of the Kahoot application into Aqidah Akhlak learning in elementary schools, which was previously rarely done. Second, the development of quiz content that is full of Islamic values provides a new approach in delivering religious material in an interesting and contextual way. Third, this study adapts game-based learning methods (learning) to support affective learning—which focuses on attitudes and values—rather than solely the cognitive aspect as in most uses of Kahoot in other fields.

B. METHOD

This study uses a qualitative approach with a descriptive observation type. This approach was chosen to understand in depth how the Kahoot application is utilized in the Islamic Religious Education (PAI) learning process at SDN 106840 KP. BENAR. The main focus of this study is on how the Kahoot application can be used by teachers and accepted by students in the learning process, as well as its impact on student motivation, involvement, and understanding in PAI subjects (Darmawan, 2020). The subjects of this study were PAI subject teachers and students at SDN 106840 KP. BENAR who have used the Kahoot application in the learning process. The data collection process used observation, interview, and documentation study methods. Observations were carried out to see and find out directly how the practice of using Kahoot in the PAI learning process. Meanwhile, interviews were used to explore the opinions, perceptions, and experiences of teachers and students.

As for the documentation study, namely data collected to provide reinforcement for what has been found in the field (Aini, 2021). The data analysis technique in this study uses the Miles and Huberman model, which includes the process of data reduction, data presentation, and drawing conclusions/verification to obtain valid and in-depth results. This study is expected to be able to provide a good contribution to the development of PAI learning strategies based on digital technology at the Elementary School level. The Kahoot application as a learning medium is considered capable of increasing student motivation and involvement, and the results of this study are expected to be a reference for educators in adopting digital media that are interesting and in accordance with student characteristics.

C. RESULTS AND DISCUSSION

1. Pembahasan Kahoot and Its Development from Time to Time

modern era multimedia is very much needed and very useful especially for school children. Among the examples of multimedia, among others are Video, presentation, animation, games, websites. And even many media that attract attention to arouse children's enthusiasm. One of them is kahoot,

kahoot is one of the learning multimedia that can be applied when learning while playing.

Kahoot ! is a game-based learning platform. learning) created by three Norwegian developers

1. Johan Brand – An entrepreneur and educational technology expert.
2. Jamie Brooker – User experience designer (UX designer) with an interest in gamification .
3. Morten Versvik – Software developer involved in innovative projects.

Kahoot ! was developed in Norway, specifically in Norwegian University of Science and Technology (NTNU) in Trondheim . The project started in 2012 as part of research on game-based learning . The beta version of Kahoot ! was officially launched to the public in March 2013. Kahoot ! USA was founded in 2015 for global expansion.

Kahoot ! was inspired by the concept of " Bring Your Own Device " (BYOD) and the desire to make learning more interactive. Initially, the platform was designed to k The use of Kahoot allows the creation of fun and competitive quizzes, thereby increasing student participation through gamification elements . In addition, teachers also get instant feedback that helps evaluate student understanding directly.

Kahoot ! is a successful example of edtech (educational technology) that combines gamification and pedagogy to create more engaging learning experiences. Following is the development of Kahoot ! from the beginning of birth until now Since its launch, Kahoot ! has experienced rapid growth. By 2016, the platform had been used by one billion players worldwide. A year later, in 2017, Kahoot ! released a premium version called Kahoot ! Plus. Its use continued to expand, and by 2018 it was recorded as being used in more than 200 countries with more than 50 million active users each month. It peaked in 2020, when Kahoot ! became one of the popular distance learning tools during the COVID-19 pandemic.

Kahoot ! is a successful example of educational technology that combines gamification and pedagogy to create a more engaging learning experience. Kahoot ! was developed to make the learning process more fun and less boring, for both learners and teachers, with features such as games , quizzes, discussions, and surveys. The platform is designed for social learning, where learners gather around a common screen (e.g., Smart Screen , interactive whiteboard, or computer monitor) to participate in user-created multiple-choice quizzes. Over time, Kahoot ! has continued to grow. In March 2017, Kahoot ! reached one billion cumulative participating players, and by May of that year, the company reportedly had 50 million monthly active unique users. In September 2017, Kahoot ! launched a mobile app for homework. As of 2020, Kahoot ! creators can use a variety of question types, including basic quizzes, true-or-false variants, and a " single-choice " option. select " or " multi select " in premium version .

2. Application of Kahoot in Learning Moral Creeds

Based on field research related to the results of the application of the " Kahoot !" learning media in the subject of Islamic Religious Education, Material on Faith in the Last Day, which was carried out at SDN 106840. The features of the Kahoot ! Application as a learning media based on educational games can be accepted by students in particular and other areas such as teachers as educators who use the media also feel a good reaction, because when using the application it is quite easy for learning to take place and reach students well. Students carefully enjoy the learning process by staring at the screen together enthusiastically, because Kahoot ! has visual and AudioVisual features which are advantages for creating an interactive learning atmosphere and can spur student enthusiasm and achieve learning goals (Azhar & Ramadhani, 2025) .

a. Kahoot on Student Engagement

Student engagement can increase in learning because the Kahoot application has a more positive impact on academic achievement and engagement. (Irwan et al., 2019) and interactive (Putri & Asrori, 2022) . The perception of students with the use of the Kahoot quiz platform as a learning medium is 85% which means "Very Interesting" to be applied and used in the learning process, so that the problems of boredom, disinterest in learning and the dilemma of teachers in welcoming the era of the 4.0 revolution can use Kahoot as a learning medium without reducing the objectives, content and content of the quality of learning. Kahoot , as acognitive, can make students become more involved and think more deeply about the subject being studied and facilitate the development of student knowledge and reflection.

Through educational game- based learning , it also has an active influence on students' creativity. This factor is the main attraction so that students then voluntarily play an active role and are involved in the learning process, as this is a good fact for teachers in order to achieve learning goals.

b. Kahoot on Students' Competitive Motivation

Competitive motivation in students increases because the Kahoot application provides an opportunity for students to compete and earn points. And this fact can be seen when students are in class while learning with Kahoot in one study. Students gave several reactions related to competing, namely students quite often commented on the duration given for one question. Some felt it was too long because they couldn't wait to see the score they got, some were too short so they didn't have time to find the answer to the question given. Students showed great enthusiasm when the positioning was displayed on the screen. Students who were in the top 3 positions would be very proud to tell their friends when the scratch the title used appears on the platform. When the game is over, students also ask to play again or look for games with other materials or even other subjects. This shows that the use of Kahoot media can increase students' motivation and desire to learn (Perdana et al., 2020) .

Kahoot is one of the alternative choices from various kinds of interactive learning media that make the learning process fun and not boring for both students and teachers because the Kahoot application emphasizes a learning style that involves the relationship of active participation of students with their peers competitively towards the learning that is being or has been learned. Kahoot is an example of a technology assessment tool that includes student participation in answering multiple-choice questions in a more competitive environment (Akhmad, 2020).

c. Interesting Learning on Kahoot on Students' Learning Motivation

Feeling more motivated to learn Islamic Religious Education because of the Kahoot application make learning more interesting. In the practice of using the Kahoot application, there are several interesting things that can be used as a reference that the application kahoot is able to provide new and interesting experiences for students in Islamic Religious Education learning. First, in previous Islamic Religious Education learning, evaluations related to the learning process were only carried out at the end of the semester, but with this kahoot application, teachers can provide evaluations at every weekly Islamic Religious Education meeting. Second, when the learning evaluation process was carried out using the kahoot application, students were very enthusiastic to test the extent of their understanding of the material that had been delivered by the Islamic Religious Education teacher. This made them study first and pay close attention to the teacher's explanation so that they could answer the questions displayed in the kahoot application quickly and correctly. Third, the presence of this kahoot application makes Islamic Religious Education learning more varied in its process. Islamic Religious Education learning is no longer monotonous with the presence of this application. Moreover, students today are very close to the contraption they have. This can be the main module so that they can use their contraption in terms of lessons.

Then seen from the appearance and application of Kahoot, it is known that Kahoot is basically a visual learning media. Where as a visual learning media, Kahoot has an attention function. Where the attention function is a visual media that is the core, interesting, and directs the attention of learning to concentrate on the content of the lesson related to the visual meaning displayed or accompanying the text of the lesson material given. Kahoot can be an effective learning resource and learning media that can meet the demands of the needs of the generation. Kahoot can also increase interest and support the learning style of the digital generation. Kahoot is one of the many choices of learning media that can make learning in schools creative and not boring for students and teachers because basically the Kahoot application creates a learning style that emphasizes the active role of student participation with their peers in terms of competing to get the best grades in the learning that they have learned. (Suwahyu, 2024).

3. Kahoot Application in Islamic Religious Education Learning at SDN 106840 Kp . Benar, Serdang Bedagai Regency

Based on the results of the study conducted at SDN 106840 Kp . It is true that the implementation of the Kahoot application as a learning media in class V can make students' learning activities more enthusiastic and they are enthusiastic in participating in PAI learning, this is because the Kahoot Application learning media used is interesting and fun. (Mustikawati, 2019)

In the learning process, the teacher teaches class V with the material of Faith in the Last Day. The learning objectives of the material are;

1. Students are able to explain the concept of the Last Day (Doomsday) based on the evidence of the Qur'an and Hadith.
2. Students can identify the minor and major signs of the coming of the Last Day.
3. Students are able to describe the stages after death (barzakh realm, yaumul ba'ats , yaumul hisab, yaumul mizan, shirat , heaven, and hell).
4. Students can mention evidence of the truth of the Last Day based on Islamic beliefs.
5. Students can demonstrate attitudes and behavior that reflect belief in the Last Day, such as being responsible, doing good, and avoiding sin.
6. Students are able to apply the wisdom of believing in the Last Day in everyday life.
7. Students can analyze the influence of belief in the Last Day on the motivation to worship and have good morals.
8. Students are able to compare the Islamic view with other beliefs regarding life after death.

At SDN 106840 Kp . It is true that there are 2 study groups of class V, namely VA and VB. To test the effectiveness of the use of Kahoot ! media in learning, the teacher uses the same media for both study groups (rumble). It's just that the teacher adds Kahoot ! media in class VA. In the learning process in class VB, the teacher delivers the material using conventional methods only. Both classes receive the same material with the same duration. But when giving a test for learning completion on the material Faith in the Last Day, students in class VB get a regular written test, while students in class VA take the test using Kahoot !.

The results obtained are as follows:

1. Students in class VA get higher grades than students in class VB
2. When an interview was conducted with the Islamic Religious Education teachers who teach in classes VA and VB, it was found that in the learning process, students in class VA were more enthusiastic and attended with full awareness.
3. According to class VA students, they want to use Kahoot ! in every class learning.

Implications of Research Results for the Development of Islamic Religious Education Learning

a. Teachers Can Take Advantage of Kahoot

By teachers utilizing the use of the Kahoot application as one of the PAI learning methods to increase student involvement and motivation, it is certainly good and necessary, because teachers play an active role in the sustainability of the learning media that will be presented to students, if teachers understand how to strategize the learning process well and enjoyably, this can certainly have a good influence on student development from learning to the formation of perfect character because they have easily digested the points of religious values from PAI lessons. If the teacher succeeds in using learning media in the KBM process, then they have channeled the benefits of this Kahoot media , namely the use of media in learning at the orientation stage of learning provides effectiveness in the learning process and also conveys the mission and message in the learning. In addition to being able to arouse students' interest and motivation, the presence of media as an aid in learning can improve understanding for students, present data reliably and attractively and help them implement lesson values (Mukarromah & Andriana, 2022) .

b. Schools Integrate Kahoot Application

Schools can consider integrating the Kahoot application to improve the quality of learning, of course, the application through the role of the applied curriculum. Supporting the existence of learning media is important in order to achieve a more ideal quality of teaching and learning, because the quality of education will be achieved if the learning process is carried out in the classroom effectively and is able to improve the knowledge, attitudes and skills of students according to expectations. In the learning process in the classroom, the role of the state, and education personnel, as well as a principal and teacher play a role and collaborate well in realizing an effective learning process and being able to develop the abilities of their students in the classroom. Educators have a very strategic role in the formation of knowledge, skills, and character of students, therefore professional educators will carry out their duties professionally so as to produce better quality students. (Agustin et al., 2025) .

c. Kahoot Application in Improving Student Understanding

Kahoot is seen as an interactive and fun learning application because it can trigger students' enthusiasm in listening to the material and then can foster positive competition in the classroom, thereby increasing their understanding and continuing with the learning outcomes they obtain , seen during our research on the learning outcomes of fifth grade students in the classroom, even so there are still obstacles and challenges that are obtained, of course not all can run smoothly, obstacles may arise in the sustainability of the media not supported by good devices and signals, or even from the

internal side, namely the readiness of students and their supporters in carrying out learning well and comfortably.

D. CONCLUSION

This study answers the problem of low understanding and involvement of students in Islamic Religious Education learning due to monotonous conventional methods. The results of the study showed that the use of the Kahoot application significantly increased the motivation, involvement, and understanding of fifth grade students at SDN 106840 Kp . True, especially in the material of Faith in the Last Day. The use of Kahoot makes learning more interesting and competitive, which has a positive impact on student learning outcomes compared to classes that use conventional methods. The implications of these findings encourage teachers to integrate digital media in the learning process and recommend schools to support the use of interactive learning technology as part of the implementation of the Merdeka Curriculum.

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