

The Effect of Kahoot-Based Assessment on Students' Interest in Qur'an and Hadith Learning at MAN 1 Gresik

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ABSTRACT

Purpose – This study aimed to examine changes in students' interest in learning assessment activities following the implementation of Kahoot-based assessment in the Qur'an and Hadith subject among 10th-grade students at MAN 1 Gresik.

Methods – This study employed a quantitative pre-experimental design with a one-group pretest-posttest design, conducted with 33 students from the 10th-grade class 6 at MAN 1 Gresik, selected through total sampling. Data were collected using a 25-item Likert-scale questionnaire measuring students' interest in learning assessment activities. The data were analyzed using descriptive statistics, the Shapiro-Wilk normality test, and a paired-sample t-test.

Findings – The mean interest score increased from 68.81 in the pretest to 76.09 in the posttest. The paired-sample t-test showed a statistically significant difference between the two measurements ($p = 0.000 < 0.05$). The calculated effect size was large (Cohen's $d = 0.87$), indicating a substantial increase in students' reported interest following participation in the Kahoot-based assessment activity.

Research Implications – This study suggests that Kahoot may support a more interactive and engaging assessment experience and may be associated with higher levels of student interest in learning assessment activities. However, the results should be interpreted with caution due to the use of a single-group design and a relatively small sample. Further studies involving control groups, larger samples, and longer intervention periods are recommended.

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Introduction

Education is a consciously and systematically designed process aimed at creating a conducive and enjoyable learning environment, so that students can actively engage in developing their various potentials (Annisa, 2022). In the context of modern education, students' interest in engaging with learning assessment activities is one of the crucial factors in determining the quality and accuracy of the assessment process. Such interest specifically reflects students' affective engagement during assessment activities, which influences their attention, participation, and dedication in responding to assessment tasks (Usman et al., 2024). In learning assessment activities, interest plays a vital role because it influences how students respond to assessment tasks, which ultimately impacts the accuracy of assessment results (Nurjanah et al., 2022). Low student interest during assessments can result in outcomes that do not accurately reflect students' true abilities.

The Ministry of Education, Culture, Research, and Technology regulation on educational process standards emphasizes that learning must take place in an environment that provides space for creativity, initiative, and independence in accordance with students' talents and interests (Kemendikbudristek, 2022). From a pedagogical perspective, assessment serves not merely as a tool for measuring learning outcomes but is also an integral part of the educational process. Effective assessment should ideally actively engage students and provide meaningful learning experiences (Iskandar & Rasmitadila, 2024). However, in practice, assessment activities are often perceived as monotonous, rigid, and stressful, which can potentially reduce students' interest and engagement with assessment activities specifically.

Based on interviews with Qur'an and Hadith teachers, interactive media are rarely used; instead, only conventional media or simple digital platforms such as Google Forms are employed. This situation indicates that the learning assessment process has incorporated technology but has not yet fully shifted toward the use of interactive assessment media. This was further corroborated by preliminary observations of the Qur'an and Hadith learning assessment in 10th-grade class 6 at MAN 1 Gresik, which revealed that students tended to rush through the assessment and were not actively engaged in the assessment activities, suggesting a tendency toward low interest in the assessment process.

Interactive media can make the classroom environment more dynamic, engaging, and participatory, thereby increasing students' interest in participating in assessment activities (Syafira et al., 2024). One emerging approach in the use of interactive media is game-based learning, which integrates game elements to enhance the learning experience (Muhammad et al., 2023). One game-based tool that can be used for learning assessment is Kahoot, a digital interactive quiz platform that allows teachers to present

assessments in the form of educational games (Hadijah et al., 2025). Kahoot offers several advantages, including an engaging interface, immediate feedback, and a competitive atmosphere that can boost students' interest and participation in assessment activities (Hasibuan, 2024). These features are consistent with findings from a comprehensive literature review conducted by Wang and Tahir (2020), which reported that Kahoot frequently contributes to higher levels of student engagement, motivation, classroom interaction, and enjoyment across various educational settings. Furthermore, Kahoot has increasingly been recognized not only as a learning tool but also as a platform that can support formative assessment practices by providing immediate feedback and encouraging active participation during assessment activities.

Various previous studies have shown that the use of Kahoot has a positive impact on learning. A study Rahmi (2023) found that the use of Kahoot had a significant effect on students' learning outcomes in Islamic Religious Education. Additionally, a study Nidhof (2023) confirmed that the use of Kahoot had a significant impact on the learning interest of 10th-grade students in Biology. In line with these findings, a study conducted by Mughni (2025) shows that Kahoot-based game-based learning was effective in improving 10th-grade students' understanding of the Qur'an and Hadith. These findings indicate that game-based learning media hold great potential for encouraging student participation and improving learning outcomes.

Nevertheless, most previous studies have tended to view Kahoot as a learning medium or an interactive quiz tool in the process of delivering instructional content. In this context, Kahoot is generally used as a means of reviewing material or as an icebreaker, rather than as a planned and structured assessment instrument. As a result, Kahoot's potential as a formative assessment tool that may foster students' interest specifically in assessment activities has not yet been thoroughly explored. In fact, assessment is not merely a tool for measuring learning outcomes but an integral part of the learning process itself that influences student motivation and engagement (Saleh et al., 2025). When assessments are designed using an engaging and interactive approach, they not only generate valid data on student achievement but can also create meaningful and enjoyable learning experiences. Therefore, examining Kahoot specifically as a formative assessment tool rather than merely as a learning tool represents a perspective that has not been extensively explored in the existing literature.

This gap is particularly evident in the context of the Qur'an and Hadith course in *madrasah aliyah*, where research specifically examining the use of Kahoot as a formative assessment tool to explore students' interest in learning assessment activities. The nature of the Qur'an and Hadith curriculum, which demands deep understanding and internalization, requires assessment strategies that not only measure cognitive aspects but also actively encourage students' interest in and meaningful engagement with assessment activities. Thus, there is a significant research gap in understanding how

Kahoot can be optimized from merely a learning tool into a formative assessment instrument with the potential to support greater student interest, specifically in assessment activities.

Based on the research questions regarding students' interest before and after the use of Kahoot and whether the use of Kahoot-based assessment has an influence on students' interest in learning assessment activities, this study proposes the following hypotheses: (H0) the use of Kahoot has no influence on students' interest in learning assessment; and (H1) the use of Kahoot has an influence on students' interest in learning assessment. By examining the changes associated with using Kahoot as a form of game-based learning, this study is expected to provide preliminary empirical and theoretical insights into the development of technology-based learning assessment strategies, particularly understanding changes in student interest in assessment activities following the implementation of Kahoot-based assessment in the Qur'an and Hadith subject in *madrasah* settings.

Methods

This study employed a quantitative approach using a pre-experimental research design. The research design was a one-group pretest-posttest design. In this design, measurements were taken twice: before the treatment (pretest) to determine the students' initial level of interest in learning assessment activities, and after the treatment (posttest) to determine the changes that occurred following the implementation of the Kahoot platform. The population for this study consisted of all 33 students in 10th-grade class 6 at MAN 1 Gresik for the 2025/2026 academic year. The sampling technique used was total sampling, in which all members of the population were included as the research sample (Sugiyono, 2019). Thus, this study involved one experimental group ($n = 33$) without a control group. The following is the flowchart of the study:

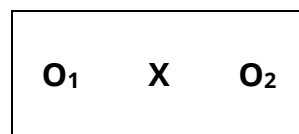


Figure 1. Research Design

Explanation:

- O₁ = Pretest score (initial questionnaire before the treatment)
- X = Intervention (use of Kahoot as a learning assessment tool)
- O₂ = Posttest score (final questionnaire after the treatment)

The treatment was conducted in a single meeting session. The session followed a four-stage sequential procedure: (1) Google Forms-based assessment as the baseline condition, (2) pretest questionnaire administered immediately after the Google Forms

assessment, (3) Kahoot-based assessment as the intervention, and (4) posttest questionnaire administered immediately after the Kahoot assessment.

Data collection utilized a questionnaire designed based on a Likert scale. The instrument consisted of 25 items, including 16 positive statements and 9 negative statements, to measure students' interest in learning assessment.

Table 1. Student Interest Questionnaire Instrument

No.	Dimension	Indicator	Total Items	Positive Item	Negative Item	Example Item
1	Enjoyment (<i>Perasaan Senang</i>)	Students' enjoyment in learning assessment	5	1, 2, 5	3, 4	(+) "I feel that the learning assessment atmosphere is enjoyable." (-) "I feel uncomfortable during learning assessment."
2	Interest/Attraction (<i>Ketertarikan</i>)	Students' interest in learning evaluation	7	6, 7, 8, 9	10, 11, 12	(+) "I feel challenged when working on learning assessment." (-) "I am not interested in participating in learning assessment."
3	Attention (<i>Perhatian</i>)	Students' attention in learning assessment	5	13, 15, 16, 17	14	(+) "I pay close attention to the assessment questions." (-) "I find it difficult to focus during learning assessment."
4	Involvement (<i>Keterlibatan</i>)	Students' involvement in learning evaluation	8	18, 19, 21, 22, 23	20, 24, 25	(+) "I am actively engaged in learning assessment activities." (-) "I prefer not to participate in learning assessment."
Total			25	16	9	

The questionnaire instrument used in this study was developed based on the theoretical framework of students' learning interest proposed by Lestari and Yudhanegara and supported by Safari as cited in Astuti (2023), which conceptualizes learning interest through four dimensions: enjoyment, interest/attraction, attention, and involvement. The instrument was adapted and modified from the student learning interest questionnaire developed by Setiawan et al. (2022) to suit the context of learning assessment activities in the Qur'an and Hadith subject. The adaptation process involved revising the wording of several items to reflect students' interest in participating in assessment activities using Kahoot while maintaining alignment with the original theoretical indicators.

The same instrument was used for both the pretest and posttest to ensure measurement consistency. The response weights were 1, 2, 3, and 4 for the four negative statement options, while the response weights were 4, 3, 2, and 1 for the positive statements (Sukardi, 2021). Prior to its implementation, the instrument was subjected to validity and reliability testing to ensure its appropriateness for measuring students' interest in learning assessment. Subsequently, data analysis was conducted using IBM SPSS Statistics version 25 and Microsoft Excel. Prior to hypothesis testing, a normality test was performed using the Shapiro-Wilk test. Based on the normality test results, hypothesis testing was carried out using the Paired Sample t-test at a significance level of $\alpha = 0.05$.

Result

This study involved one class, namely 10th-grade class 6 at MAN 1 Gresik, as the experimental class. The experimental class received an evaluation of their Qur'an and Hadith learning using Kahoot as a medium. The evaluation process in this study was carried out through a four-stage sequential procedure conducted in a single meeting session lasting approximately 90 minutes, designed to measure students' interest in learning assessment activities regarding the material on analyzing the elements of hadith.

In the first stage, students completed a Google Forms-based assessment consisting of questions related to the hadith elements material. This Google Forms assessment served as the baseline assessment condition, representing the conventional digital assessment format commonly used in the classroom prior to the intervention. In the second stage, immediately after completing the Google Forms assessment, students were given the pretest questionnaire to measure their interest in learning assessment activities based on their experience of the just-completed Google Forms-based assessment. In the third stage, Kahoot was implemented as the learning assessment tool (intervention). The use of Kahoot aimed to create a more interactive, engaging, and competitive assessment environment (Puspitasari et al., 2023). The Kahoot session consisted of 20 multiple-choice

questions aligned with the same subject matter (analyzing the elements of hadith) and comparable in cognitive level to the Google Forms questions, so as to ensure content equivalence between the two assessment conditions. Each question was displayed on the classroom projector with a time limit of 20-30 seconds per item.

Students worked individually, each accessing the Kahoot game via their own smartphones using the game PIN provided by the teacher. The leaderboard (ranking) was displayed on the classroom projector after each question, creating a competitive and engaging atmosphere. The Kahoot scoring system awarded points based on both answer correctness and response speed, consistent with the platform's default game mechanics. After each question, the teacher provided brief verbal feedback by confirming the correct answer and offering a short explanation where necessary, thus fulfilling a formative feedback function. In the fourth stage, immediately after completing the Kahoot-based assessment, students were given the posttest questionnaire to measure their interest in learning assessment activities based on their experience of the just-completed Kahoot-based assessment.

Regarding technical implementation, all students used their personal smartphones to access the Kahoot platform. The classroom was equipped with a stable Wi-Fi connection provided by the school, and no significant connectivity disruptions were reported during the session. Prior to the activity, the teacher briefly oriented students on how to join and navigate the Kahoot platform to minimize digital literacy barriers. The pretest questionnaire was administered at the beginning of the session before the treatment, and the posttest questionnaire was administered at the end of the session after the treatment was completed.

In the initial stage of the analysis, which included validity and reliability tests of the instrument, it is important to note that the validity and reliability tests in this study were conducted using the same sample as the main research sample ($n = 33$), rather than a separate pilot sample. This approach was taken due to the limited availability of participants with equivalent characteristics. Researchers acknowledge this as a limitation, as ideally, instrument testing should be conducted on a different sample to avoid potential bias in the validity estimates. The instrument was deemed valid if the calculated correlation coefficient ($r_{calculated}$) was greater than r_{table} value. Based on the results of the instrument validity analysis, it was found that all items had $r_{calculated}$ values greater than the r_{table} value. For a 5% significance level with a sample size of $n = 33$, the r_{table} value is 0.344. The results of the pretest questionnaire calculations show that the r values for each item range from 0.3484 to 0.7230, and for the posttest, they range from 0.3890 to 0.8430. Since all $r_{calculated}$ values are above r_{table} value, all items in the questionnaire instrument are categorized as valid. A summary of the validity test results for each item is presented to confirm that no item fell below the minimum threshold.

Cronbach's Alpha is also used to test the internal consistency of the instrument. If the Cronbach's Alpha value is >0.60 , the instrument can be considered reliable. The pretest questionnaire yielded a Cronbach's Alpha value of 0.8033 for 25 items, indicating that the instrument has good internal consistency and meets the standard threshold for reliable measurement. The Cronbach's Alpha score for the posttest questionnaire was 0.9229, which falls in the very good reliability category, reflecting a high degree of internal consistency among the items. With such high reliability, it can be concluded that the instrument possesses stability and accuracy in measuring the research variables.

Table 2. Descriptive Statistics for the Pretest and Posttest

	N	Minimum	Maximum	Mean
<i>Pretest</i>	33	52.00	86.00	68.8182
<i>Posttest</i>	33	55.00	94.00	76.0909

Table 2 shows a difference between pretest and posttest scores. The pretest yielded a range of 52–86 (mean 68.81), while the posttest yielded a range of 55–94 (mean 76.09). The 7.28-point difference between the mean pretest and posttest scores indicates an increase in student interest. Furthermore, the increase in the minimum and maximum scores on the posttest also indicates that most students experienced an increase in their interest in learning assessment. Thus, based on the results of this descriptive analysis, students reported a higher interest in learning assessment after participating in the Kahoot-based assessment activity.

Table 3. Normality Test

	Statistic	Df	Sig.
<i>Pretest</i>	.973	33	.582
<i>Posttest</i>	.957	33	.217

A normality test was then conducted using the Shapiro-Wilk test; the data were considered normally distributed if the significance value (*p-value*) was >0.05 , and not normally distributed if the *p-value* was <0.05 . Table 2 shows that the data are normally distributed, with *p-values* >0.05 for both the pretest and posttest. For the pretest, $0.582 > 0.05$, and for the posttest, $0.217 > 0.05$. If the data is normally distributed, the analysis can proceed to hypothesis testing using the paired t-test.

The basis for deciding whether to accept or reject H_0 in this test is that if the Sig (2-tailed) value is < 0.05 , then H_1 is accepted and H_0 is rejected. If the Sig (2-tailed) value is > 0.05 , then H_1 is rejected and H_0 is accepted.

Table 4. Paired Sample T-Test

Paired Differences								
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	Sig. (2- tailed)
			Mean	Lower	Upper			
Pair 1	-7.27273	8.37508	1.45792	-10.24240	-4.30305	-4.988	32	.000

Based on Table 4, the results of the paired sample t-test yield a significance value (2-tailed) of 0.000. This indicates that the significance value (0.000) is less than 0.05, meaning H1 is accepted and H0 is rejected. It should be noted that the mean difference displayed in Table 4 is negative (-7.27273), which reflects the direction of calculation in the paired sample t-test, where the pretest scores were subtracted from the posttest scores. This negative value indicates that posttest scores were higher than pretest scores, confirming an increase in student interest following the intervention. Thus, it can be concluded that there is a significant difference in the mean student interest between the pretest and posttest scores.

To further assess the practical significance of the findings, an effect size calculation was conducted using Cohen's *d*, which is the appropriate effect size measure for paired-sample t-tests (Cohen, 1988). Cohen's *d* is calculated by dividing the mean difference by the standard deviation of the differences. Based on the data presented in Table 3, the mean difference was 7.27273 and the standard deviation of the differences was 8.37508, yielding a Cohen's *d* value of approximately 0.87. According to Cohen's (1988) conventional benchmarks, an effect size of 0.20 is considered small, 0.50 is considered medium, and 0.80 or higher is considered large. Therefore, a Cohen's *d* of 0.87 indicates a large effect size, suggesting that the use of Kahoot as a learning assessment tool not only produced a statistically significant result but also had a practically meaningful impact on student interest.

This finding is particularly noteworthy given the relatively small sample size of $n = 33$, where statistical significance alone may not fully reflect the magnitude of an intervention's effect. The large effect size provides stronger evidence that Kahoot contributed substantially to the improvement in students' interest in learning assessment, beyond what could be attributed to chance. Nevertheless, the authors acknowledge that these results should be interpreted with caution, as the effect size was computed from a single-group pre-post design without a control group, which limits the extent to which the observed effect can be attributed solely to the Kahoot intervention.

The results of the student pretest and posttest questionnaires, supported by both the significance value and the large effect size, indicate a statistically significant and practically meaningful increase in students' reported interest following participation in Kahoot-based assessment activities.

Discussion

Based on the research findings and analysis of the data obtained, students reported higher levels of interest in learning assessment activities following participation in the Kahoot-based assessment session in the Qur'an and Hadith subject, specifically regarding the analysis of the elements of a hadith. Before the use of Kahoot in the assessment, the results of the pretest questionnaire on student interest showed a lowest score of 52, a highest score of 86, and an average of 68.81. After the treatment, the posttest questionnaire results showed a lowest score of 55 and a highest score of 94, with an average of 76.09. This indicates that participation in the Kahoot-based assessment session was associated with higher levels of students' reported interest in learning assessment activities following the intervention. In terms of magnitude, the observed difference between the pretest and posttest scores can be considered substantial, as reflected by the large effect size (Cohen's $d = 0.87$).

The observed increase in students' interest in learning assessment activities may be related to the characteristics of Kahoot as a game-based assessment platform, which has the potential to promote students' enjoyment and engagement during the assessment process. According to Skinner's behaviorist learning theory, learning behavior can be reinforced through the provision of reinforcement, whether positive or negative (Ibrahim, 2024). Kahoot incorporates game elements, visually appealing interfaces, and positive reinforcement in the form of scores, rankings, and rewards that may encourage greater student engagement during assessment activities. Research Novitriani et al. (2024) indicates that the Kahoot-assisted game-based learning model is effective in enhancing student learning interest by creating a more interactive and enjoyable learning environment. This is further supported by research Anshora et al. (2025), which shows that integrating gamification elements into assessment not only creates a more engaging learning environment but also actively encourages student participation, thereby increasing students' interest in learning.

Immediate feedback may make students feel more challenged and curious about their results. The real-time scoring system on Kahoot helps students quickly see their answers, thereby increasing their attention and engagement during the assessment. This aligns with research Ali (2025), which states that the Kahoot platform provides immediate feedback, transforming what was initially a monotonous atmosphere into a more interactive one. The use of Kahoot may encourage greater participation during assessment activities, including among students who are typically less active. According to Arifin in Mardhiyah et al. (2024), providing timely feedback during assessments may support students' motivation and engagement throughout the assessment process.

With the use of Kahoot, teachers can create an assessment environment that is not monotonous; the assessment process becomes more interactive, so students feel more

comfortable and enjoy the learning assessment activities. This finding suggests that technology-supported assessment may contribute to a more enjoyable assessment experience and may be associated with higher levels of students' interest in learning assessment activities. This aligns with Bate'e et al. (2023), who state that technology-based learning media can increase student interest because the learning process becomes more attractive, innovative, and enjoyable.

It is important to acknowledge that the increase observed in this study may partly reflect students' short-term responses to the novelty, competition, and game-like atmosphere of the Kahoot platform. Features such as leaderboards, time-limited questions, and immediate feedback may generate situational interest during the assessment session. Therefore, although the findings suggest that Kahoot may support a more engaging assessment experience, they do not necessarily indicate a long-term improvement in students' interest in learning assessment activities. Further research involving longer intervention periods and comparison groups is needed to examine whether these positive responses can be sustained over time.

However, there are several limitations to consider. The research findings were derived from a single class, so the results cannot yet be broadly generalized to the entire student population. Additionally, this study focuses solely on students' interest in learning assessments and has not examined other factors that may influence student interest, such as the learning environment, teachers' instructional methods, or individual student characteristics. In addition, the one-group pretest-posttest design used in this study is susceptible to threats to internal validity, including testing effects and novelty effects, which should be considered when interpreting the findings.

Conclusion

Based on the research findings, students reported higher levels of interest in learning assessment activities after participating in the Kahoot-based assessment session in Qur'an and Hadith learning in 10th-grade class X-6 at MAN 1 Gresik. The paired sample t-test yielded a significance value of 0.000, indicating that H₀ is rejected and H₁ is accepted. The average level of student interest increased from 68.81 to 76.09. These findings indicate that participation in Kahoot-based assessment was associated with higher student interest scores in learning assessment activities. Therefore, teachers are advised to integrate game-based learning platforms such as Kahoot into the learning assessment process to make learning activities more interactive and enjoyable. Additionally, future research is recommended to involve a larger sample and examine other variables related to the use of the Kahoot platform in learning.

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