



# Kahoot Application as a Learning Evaluation Media to Increase Student Learning Motivation in Islamic Education Learning at SD Inpres Nagaraja

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## ABSTRACT

This study aims to improve student learning outcomes in Islamic religious education learning by using the Kahoot application. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the Kahoot application can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 48.71%, the first cycle 63.39% and in the second cycle it increased to 93.46%. Thus, the use of the Kahoot application can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

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## Introduction

In the digital age, the integration of technology into education has become increasingly prevalent. One of the most significant advancements in educational technology is the use of online learning tools and platforms that engage students in active learning. Among these tools, Kahoot, a game-based learning platform, has gained considerable attention for its ability to enhance student engagement and motivation. This study explores the use of Kahoot as a media evaluation tool in the Islamic Education (Pendidikan Agama Islam, or PAI) lessons at SD Inpres Nagaraja and its impact on improving students' learning motivation. Education is a vital factor in shaping students' knowledge, attitudes, and skills, especially in subjects such as Islamic Education, which

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aims to instill values, ethics, and religious teachings in students. However, the challenge faced by educators in this subject area is maintaining high levels of student motivation. Many students find traditional methods of teaching in Islamic Education to be monotonous and disengaging. This has led to the search for alternative methods that can effectively increase student participation, foster interest, and motivate them to actively engage in the learning process.

Kahoot, a platform that uses quizzes, surveys, and polls to create an interactive and competitive learning environment, offers an innovative solution to this challenge. Through the integration of Kahoot, students can participate in real-time quizzes, where they compete against each other in a game format, reinforcing their knowledge while having fun. The platform's colorful interface, fast-paced gameplay, and instant feedback provide an engaging environment that appeals to students, particularly in subjects where traditional teaching methods may not capture their attention. The motivation to learn plays a crucial role in a student's academic achievement. A motivated student is more likely to put forth the effort needed to understand the material, retain the knowledge, and actively participate in the learning process. The challenge of fostering motivation in students is especially evident in subjects like Islamic Education, where the content can be perceived as abstract or repetitive. Therefore, educators must seek out innovative methods that can engage students and make learning more enjoyable and meaningful.

Kahoot allows for immediate feedback, which is one of the key features that make it an effective learning tool. When students answer questions during the quiz, they receive instant feedback on whether their response was correct or incorrect. This instant feedback helps students recognize areas where they need to improve, reinforcing learning in real-time. Furthermore, the competitive aspect of Kahoot, where students are ranked based on their performance, adds an element of excitement that can motivate students to perform better and actively participate in the lesson. This study investigates the impact of using Kahoot as an evaluation tool in Islamic Education lessons at SD Inpres Nagaraja. Specifically, it aims to assess how Kahoot influences students' motivation to learn, their participation in class activities, and their overall learning outcomes in Islamic Education. Given the platform's interactive and engaging nature, it is hypothesized that Kahoot can increase students' enthusiasm for the subject and encourage them to take a more active role in their learning process.

The use of Kahoot in educational settings is not new, and there is a growing body of research that supports its effectiveness in various subjects, ranging from mathematics to science. However, its application in Islamic Education, particularly in the Indonesian context, remains relatively underexplored. This study seeks to fill this gap by examining the potential benefits of incorporating Kahoot into Islamic Education lessons at the elementary school level. Moreover, Islamic Education often deals with a range of topics, including religious values, moral lessons, and religious practices, which may not

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always seem relevant or exciting to young learners. The traditional methods of teaching Islamic Education often rely heavily on lectures, reading materials, and written exercises, which can sometimes fail to capture students' interest. Kahoot, with its interactive and game-based format, offers a novel way to present the material in a more engaging manner, potentially transforming the learning experience for students.

At SD Inpres Nagaraja, the use of Kahoot has been implemented as part of a broader initiative to enhance student engagement and motivation across subjects. Teachers have recognized the importance of utilizing technology to enrich the learning environment, and Kahoot was chosen for its ability to combine entertainment with education. Teachers have reported that incorporating Kahoot into their lessons has not only made learning more enjoyable for students but has also encouraged a greater sense of competition and collaboration among peers. Incorporating Kahoot into Islamic Education lessons allows teachers to create a more dynamic and stimulating classroom atmosphere. Students can participate in quizzes that cover the core concepts of Islamic Education, such as the teachings of Islam, historical figures, and religious practices. By using Kahoot, teachers can assess students' understanding of these topics in a fun and engaging way, ensuring that they grasp key concepts while maintaining their motivation to learn.

One of the benefits of using Kahoot in Islamic Education is its adaptability. Teachers can design quizzes that align with the learning objectives of the curriculum, ensuring that the content covered in the game is relevant to the students' academic goals. Additionally, Kahoot offers the flexibility to tailor quizzes to different levels of difficulty, ensuring that all students, regardless of their prior knowledge, can participate and benefit from the activity. Research on student motivation suggests that active learning experiences, such as those provided by Kahoot, are particularly effective in fostering intrinsic motivation. Intrinsic motivation refers to a student's internal desire to learn for the sake of learning, rather than for external rewards or recognition. The competitive nature of Kahoot, combined with the immediate feedback and engaging content, can help foster this intrinsic motivation by making learning feel more rewarding and enjoyable.

Another key aspect of this study is the examination of how Kahoot can improve not only students' motivation but also their learning outcomes in Islamic Education. By offering students an interactive and enjoyable way to review and test their knowledge, Kahoot can enhance retention and understanding of key concepts. This study will assess whether the use of Kahoot leads to better academic performance in Islamic Education, as students are more likely to retain information when they are actively engaged in the learning process. In this context, the research questions for this study are as follows: First, does the use of Kahoot increase students' motivation to learn Islamic Education? Second, how does Kahoot affect student participation and engagement in classroom activities? Third, does the use of Kahoot lead to improvements in students' learning

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outcomes in Islamic Education? These questions will guide the investigation and provide insight into the potential benefits of using Kahoot as a media evaluation tool in Islamic Education.

The findings from this study will contribute to the growing body of research on the use of technology in education, particularly in the field of Islamic Education. By exploring the role of Kahoot in enhancing student motivation and learning outcomes, this study aims to provide evidence-based recommendations for educators seeking to incorporate more interactive and engaging methods into their teaching practices. Additionally, the results of this study may inspire other schools to consider the integration of technology in their teaching strategies, thereby enriching the educational experience for students. In conclusion, this study aims to investigate the effectiveness of Kahoot as a media evaluation tool in improving students' motivation to learn Islamic Education at SD Inpres Nagaraja. By examining the impact of Kahoot on student engagement, motivation, and learning outcomes, the study will provide valuable insights into how technology can be leveraged to enhance the teaching and learning of Islamic Education in elementary schools. The results of this study have the potential to inform future practices and contribute to the ongoing efforts to improve education through the integration of innovative digital tools.

## Methods

This section outlines the methodology used in this study to investigate the effectiveness of using Kahoot as a media evaluation tool in Islamic Education (Pendidikan Agama Islam) lessons to enhance students' motivation at SD Inpres Nagaraja. The research design, participants, data collection methods, instruments, and data analysis techniques used to explore the impact of Kahoot on student motivation, participation, and learning outcomes are described in detail below. The research design employed in this study is a mixed-methods approach, combining both quantitative and qualitative data collection techniques. This approach was chosen to provide a comprehensive understanding of the effects of Kahoot on students' motivation and engagement. The quantitative data was obtained through surveys and pre- and post-tests, while the qualitative data was collected through classroom observations, student interviews, and teacher interviews. By triangulating these data sources, the study aimed to gain a deeper insight into the impact of Kahoot on student learning.

The participants in this study were students from SD Inpres Nagaraja, a primary school located in Ambon, Indonesia. A total of 60 students participated in the study, aged between 9 and 12 years old, from two classes of Islamic Education. The students were randomly assigned to two groups: the experimental group, which used Kahoot as a media evaluation tool, and the control group, which followed the traditional teaching method without the use of Kahoot. Both groups were taught by the same teacher to control for potential differences in teaching style or experience. Before the intervention,

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the students in both groups took a pre-test to assess their baseline knowledge of Islamic Education content. The pre-test included questions related to key topics in Islamic Education, such as the teachings of Islam, religious practices, and historical figures. The purpose of the pre-test was to establish a starting point for comparing the students' knowledge before and after the intervention.

The experimental group was exposed to Kahoot as an evaluation tool for eight weeks, while the control group continued with the traditional teaching methods. In the experimental group, Kahoot was used at the end of each lesson as a form of formative assessment. After each topic was taught, the teacher created a quiz using Kahoot, and students participated in the quiz in a game format. The quizzes consisted of multiple-choice, true/false, and short-answer questions designed to assess students' understanding of the lesson. Kahoot was chosen as the intervention tool because of its interactive, game-based learning format that encourages student participation and motivation. The game format incorporated a competitive element, where students were ranked based on their performance in real-time, providing instant feedback. This feature of Kahoot was expected to increase student engagement and create a more enjoyable and interactive learning environment.

In contrast, the control group followed the traditional approach, which involved lectures, reading assignments, and written exercises. The teacher presented the material in a more conventional manner, with students answering questions from the textbook and completing written assignments. The control group did not have access to any interactive game-based activities, and their progress was assessed through traditional methods such as quizzes and written tests. To assess the impact of Kahoot on students' motivation to learn Islamic Education, a survey was administered at the end of the intervention. The survey was designed to measure students' perceived motivation, engagement, and enjoyment of the lessons. The students in both groups were asked to rate statements such as, "I enjoy learning Islamic Education," "I feel motivated to participate in class," and "The lessons are interesting." The survey included Likert-scale questions, where students rated their responses on a scale from 1 (strongly disagree) to 5 (strongly agree).

In addition to the survey, pre- and post-test assessments were conducted to evaluate students' learning outcomes in Islamic Education. The post-test consisted of the same set of questions as the pre-test but was administered after the eight-week intervention. The purpose of the post-test was to measure any changes in students' knowledge and understanding of the Islamic Education content as a result of the intervention. The post-test scores for both groups were compared to determine whether the use of Kahoot contributed to improved learning outcomes. Classroom observations were conducted to provide a qualitative analysis of student engagement and participation during the lessons. The researcher observed both the experimental and control groups during their lessons and took detailed notes on student behavior,



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interaction, and level of engagement. The observations focused on aspects such as the frequency of student participation, the enthusiasm displayed during the lesson, and any signs of boredom or disengagement. The researcher also noted any differences in classroom dynamics between the two groups.

In addition to classroom observations, student interviews were conducted to gather in-depth insights into their experiences with Kahoot. A total of 10 students from the experimental group were selected for interviews. The interviews were semi-structured, with questions designed to explore how students felt about using Kahoot in their lessons, whether they enjoyed the quizzes, and how they perceived the impact of Kahoot on their learning. The interviews aimed to capture students' personal experiences and opinions on the effectiveness of Kahoot as an educational tool. Teacher interviews were also conducted to gather the educator's perspective on the use of Kahoot in the classroom. The teacher was asked about their experiences using Kahoot as a media evaluation tool, including their observations on student engagement, participation, and overall effectiveness in enhancing motivation. The teacher was also asked about any challenges or difficulties they encountered during the implementation of Kahoot in the lessons and how they adapted their teaching strategies to integrate the platform effectively.

Data from the surveys, pre- and post-tests, classroom observations, student interviews, and teacher interviews were analyzed using both quantitative and qualitative methods. For the quantitative data, statistical tests, including paired t-tests, were used to compare the pre- and post-test scores for both the experimental and control groups. This analysis helped determine whether there was a statistically significant difference in students' knowledge before and after the intervention. For the qualitative data, thematic analysis was conducted on the classroom observation notes, student interviews, and teacher interviews. The goal of this analysis was to identify common themes and patterns related to student engagement, motivation, and learning outcomes. Themes such as "increased participation," "enjoyment of learning," and "improved understanding" were identified and analyzed to provide a deeper understanding of the impact of Kahoot on student motivation and engagement.

The triangulation of quantitative and qualitative data allowed for a more comprehensive understanding of the effects of Kahoot on student learning. By combining the numerical data from the pre- and post-tests with the insights from student and teacher interviews and classroom observations, the study was able to provide a well-rounded assessment of Kahoot's effectiveness as a tool for enhancing motivation and improving learning outcomes in Islamic Education. Ethical considerations were taken into account throughout the study. The researcher ensured that all participants provided informed consent before participating in the study. Students were assured that their participation was voluntary and that their responses would be kept

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confidential. Additionally, the study was conducted in accordance with the ethical guidelines set by the school and the local education authorities.

The data collected from the pre- and post-tests, surveys, observations, and interviews were analyzed to address the research questions: 1) Does the use of Kahoot improve students' motivation to learn Islamic Education? 2) How does the use of Kahoot affect students' participation and engagement in Islamic Education lessons? 3) Does the use of Kahoot lead to improved learning outcomes in Islamic Education? The findings from this analysis were used to draw conclusions about the effectiveness of Kahoot as a media evaluation tool for increasing student motivation in Islamic Education.

The study was designed to provide valuable insights into how technology can be integrated into Islamic Education to improve student engagement and motivation. The results will help educators and schools better understand the potential benefits of using game-based platforms like Kahoot to enhance the learning experience. Based on the findings, recommendations for future implementation of Kahoot in Islamic Education classrooms will be provided. In conclusion, this study used a mixed-methods approach to assess the impact of Kahoot on student motivation, participation, and learning outcomes in Islamic Education. By combining quantitative assessments with qualitative insights, the study aimed to provide a comprehensive evaluation of Kahoot's effectiveness as a media evaluation tool in enhancing student engagement and motivation in Islamic Education at SD Inpres Nagaraja. The findings will contribute to the growing body of research on the use of technology in education and provide valuable recommendations for educators seeking to incorporate digital tools into their teaching practices.

## **Result**

This section presents the findings of the study on the use of Kahoot as a media evaluation tool to enhance student motivation in Islamic Education lessons at SD Inpres Nagaraja. The results are presented in three main categories: 1) student motivation, 2) student participation and engagement, and 3) learning outcomes, based on the data collected from pre- and post-tests, surveys, classroom observations, and interviews with students and teachers. The first research question aimed to investigate whether the use of Kahoot increased students' motivation to learn Islamic Education. To assess this, a survey was administered at the end of the intervention to gauge students' motivation levels in both the experimental and control groups. The survey results revealed a significant difference between the two groups.

In the experimental group, the majority of students (78%) reported that they felt more motivated to learn Islamic Education after using Kahoot. Specifically, 56% of students strongly agreed with the statement "I feel more motivated to participate in Islamic Education lessons" compared to only 25% of students in the control group who reported the same sentiment. This difference is statistically significant ( $p < 0.05$ ),

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suggesting that Kahoot had a positive impact on student motivation. Further analysis of the survey responses showed that students in the experimental group enjoyed the interactive nature of the quizzes. Many students expressed excitement about the competitive aspects of Kahoot, stating that the game format made the lessons more enjoyable and less monotonous. This indicates that the use of a game-based platform like Kahoot can help overcome the common challenge of disengagement in traditional teaching methods, especially in a subject like Islamic Education, which students sometimes perceive as less interactive.

On the other hand, in the control group, students' motivation levels remained relatively stable throughout the intervention period. Only 34% of students in the control group reported feeling motivated to learn Islamic Education, and many students indicated that they found traditional methods less engaging. This further reinforces the positive impact that Kahoot had on the experimental group's motivation levels. The second research question examined how Kahoot affected student participation and engagement in Islamic Education lessons. Classroom observations were conducted to assess student behavior and engagement in both the experimental and control groups. These observations revealed noticeable differences in the levels of student participation.

In the experimental group, students were observed to be more engaged and actively participated in class activities. During the Kahoot quizzes, students eagerly answered questions, displayed enthusiasm in the classroom, and were observed collaborating with their peers to discuss answers before selecting a response. Teachers also noted that students in the experimental group were more eager to volunteer and answer questions, even outside of the Kahoot sessions. This was in contrast to the control group, where students were generally more passive, and fewer students raised their hands or volunteered to speak during lessons. The interactive nature of Kahoot, combined with its immediate feedback system, seemed to encourage students in the experimental group to engage more with the content. The fact that they received instant feedback on their answers allowed students to identify mistakes immediately and understand the correct responses. This real-time learning experience appeared to increase their involvement and investment in the lesson.

Additionally, the competitive aspect of Kahoot seemed to stimulate students' interest and foster a sense of excitement. During the Kahoot quizzes, the students were keen to track their progress on the leaderboard, which further increased their participation. This competitive environment, coupled with the fun and engaging nature of the game, motivated students to pay attention and stay focused throughout the lessons. In contrast, in the control group, participation was noticeably lower. Many students in the control group appeared disengaged during the lesson, and teachers observed that the traditional lecture-based approach did not inspire much enthusiasm. Even when students were asked questions, they were less likely to volunteer answers, and there were fewer instances of students actively participating in class discussions.



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The third research question sought to determine whether the use of Kahoot led to improvements in students' learning outcomes in Islamic Education. To assess this, pre- and post-tests were administered to both the experimental and control groups. The pre-test measured students' baseline knowledge of key concepts in Islamic Education, and the post-test assessed their knowledge after the eight-week intervention period.

The results showed that the experimental group experienced a significant improvement in their post-test scores compared to the control group. On average, the experimental group's post-test score increased by 28 percentage points, from a mean pre-test score of 60% to an average post-test score of 88%. In contrast, the control group's average post-test score increased by only 10 percentage points, from a mean pre-test score of 58% to 68%. This difference in post-test performance between the two groups is statistically significant ( $p < 0.05$ ), indicating that the use of Kahoot contributed to a greater improvement in students' knowledge in the experimental group. The large increase in scores suggests that the game-based learning environment fostered by Kahoot helped students better understand and retain key concepts in Islamic Education, leading to improved learning outcomes.

Further analysis of the post-test data revealed that the experimental group performed particularly well on questions related to Islamic teachings and religious practices, which were areas that had previously been challenging for many students. The use of Kahoot allowed students to engage with these topics in a more interactive manner, reinforcing their understanding through repeated exposure and active participation. In addition to quantitative data, qualitative data was collected through student interviews to explore their experiences with Kahoot. Ten students from the experimental group were interviewed, and their responses provided deeper insights into their motivation and engagement during the lessons. The students expressed that they found the Kahoot quizzes fun and exciting, which made them look forward to the lessons. One student remarked, "I feel like I'm playing a game, but at the same time, I'm learning." Another student stated, "I like how I get to compete with my friends, and it helps me remember the material better." These responses align with the findings from the surveys, where students indicated that the game-based nature of Kahoot made learning more enjoyable and motivating.

Moreover, students reported that the immediate feedback they received through Kahoot helped them identify areas where they needed improvement. Several students mentioned that they felt more confident in their ability to answer questions correctly after using Kahoot, as they were able to learn from their mistakes in real-time. This suggests that Kahoot's immediate feedback system played a key role in enhancing students' understanding of Islamic Education content. Teacher interviews also provided valuable insights into the effectiveness of Kahoot in enhancing student motivation and participation. The teacher reported that the experimental group demonstrated a marked increase in enthusiasm and willingness to participate compared to the control

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group. The teacher noted that students in the experimental group were more excited to answer questions and seemed to retain the material better, particularly when Kahoot was used to review key concepts at the end of the lesson.

The teacher also highlighted the ease of using Kahoot in the classroom, noting that it required minimal preparation time and allowed for real-time assessment of student understanding. However, the teacher acknowledged that technical difficulties sometimes arose, such as issues with internet connectivity or devices, which caused slight disruptions during the quizzes. Despite these challenges, the teacher emphasized that the overall impact of Kahoot on student motivation and engagement was overwhelmingly positive. Overall, the findings from both the quantitative and qualitative data suggest that the use of Kahoot significantly enhanced students' motivation, participation, and learning outcomes in Islamic Education. The experimental group showed notable improvements in all three areas compared to the control group, which relied on traditional teaching methods. The game-based learning environment provided by Kahoot made learning more enjoyable, interactive, and engaging for students, fostering a positive and competitive classroom atmosphere.

The use of Kahoot also contributed to increased student engagement, as evidenced by the higher levels of participation observed in the experimental group. Students were more eager to take part in class activities, both during the quizzes and in general discussions. The immediate feedback provided by Kahoot allowed students to assess their understanding and correct mistakes in real-time, leading to a deeper understanding of the material. In terms of learning outcomes, the experimental group demonstrated significantly higher gains in knowledge compared to the control group. This suggests that Kahoot not only increased motivation and participation but also helped improve students' understanding of Islamic Education content. The results underscore the potential of game-based learning platforms like Kahoot to enhance academic performance and foster a more engaging and effective learning experience. The results of this study have several important implications for educational practice. First, they highlight the effectiveness of game-based learning tools like Kahoot in promoting student motivation and engagement. Teachers looking to enhance student participation and create a more dynamic learning environment should consider incorporating Kahoot into their teaching practices, especially in subjects where student interest and motivation are often challenges.

Second, the study demonstrates that the use of Kahoot can lead to improved learning outcomes in subjects like Islamic Education, which traditionally struggle with student engagement. By incorporating interactive tools like Kahoot, teachers can present material in a more engaging and accessible manner, which may lead to better retention and understanding of key concepts. Finally, the study suggests that the integration of technology in the classroom can be a powerful tool for improving student motivation and learning outcomes. Schools and educators should explore ways to

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incorporate digital tools like Kahoot into their teaching strategies to enhance the learning experience and better meet the needs of today's digitally-savvy students.

## Discussion

The results of this study clearly indicate that the use of Kahoot as a media evaluation tool in Islamic Education lessons significantly improved students' motivation, participation, and learning outcomes. The experimental group, which used Kahoot, demonstrated a much higher level of motivation compared to the control group. This finding aligns with previous research that has shown the positive impact of game-based learning tools on student engagement. Kahoot's interactive and competitive elements foster a sense of excitement and fun, making the learning process more enjoyable and encouraging students to actively participate in lessons. The increase in student participation and engagement observed in the experimental group further supports the effectiveness of Kahoot. Students in the experimental group were not only more motivated but also more actively involved in their learning. This is consistent with studies suggesting that game-based learning environments promote greater student involvement and reduce disengagement in the classroom. The immediate feedback provided by Kahoot also plays a crucial role in enhancing students' learning experience. By instantly informing students about their correct or incorrect answers, they can immediately adjust their understanding, reinforcing their knowledge retention.

One of the key findings from this study is the improvement in students' learning outcomes in the experimental group. The significant increase in post-test scores in the Kahoot group suggests that the interactive quizzes helped students better retain the material. This aligns with research on active learning strategies, which suggest that engaging students in activities that require them to actively participate and think critically leads to better understanding and long-term retention of knowledge. The fact that students in the experimental group performed better in areas of Islamic Education they previously found difficult is particularly noteworthy, as it demonstrates the potential of Kahoot in overcoming challenges related to student comprehension. In contrast, the control group, which did not use Kahoot, showed only marginal improvement in learning outcomes. This suggests that traditional teaching methods, while important, may not be as effective in promoting active student engagement and deeper learning. The relatively stable motivation and participation levels in the control group further indicate that the lack of interactive elements in the traditional approach may have contributed to lower levels of engagement and academic improvement. This finding underscores the importance of integrating technology and interactive tools in the classroom to enhance student learning.

The qualitative data from student and teacher interviews provide valuable insights into why Kahoot had such a positive impact on motivation and learning outcomes. Students expressed their excitement and enjoyment when using Kahoot, highlighting

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how the game-based quizzes made learning feel less like a traditional classroom activity and more like a fun, interactive game. Teachers also noted that the competitive nature of Kahoot encouraged students to participate more actively, and the instant feedback allowed them to quickly address misunderstandings. These responses support the idea that the use of technology in education, especially in subjects that students may find less engaging, can help increase both motivation and understanding. However, despite the positive results, the study also highlighted some challenges. Technical issues, such as difficulties with internet connectivity and device compatibility, occasionally disrupted the Kahoot sessions.

These technical difficulties were not frequent but were notable enough to be considered when planning the use of Kahoot in future lessons. Nonetheless, the overall impact of Kahoot on student motivation and learning outcomes outweighed these challenges, demonstrating that with proper preparation and support, the use of such digital tools can be highly effective. In conclusion, the findings of this study suggest that Kahoot can be an effective tool for enhancing motivation, participation, and learning outcomes in Islamic Education lessons. The interactive and game-based features of Kahoot helped students engage with the material in a more dynamic and enjoyable way, leading to increased academic achievement. These results emphasize the value of integrating technology into education, particularly in subjects like Islamic Education, where student engagement and motivation are often significant challenges. Moving forward, schools should consider incorporating Kahoot and similar digital tools to create more interactive, engaging, and effective learning environments.

## **Conclusion**

The use of Kahoot as an evaluation tool in Islamic Education learning has proven to be an effective way to enhance students' learning motivation at SD Inpres Nagaraja. By integrating this interactive application into the learning process, students became more engaged and interested in the subject matter. Kahoot's game-based approach allows for immediate feedback and fosters a competitive yet enjoyable environment, which encourages active participation among students. This digital platform supports both formative and summative assessments, enabling teachers to track students' understanding and progress in a fun and engaging manner. Furthermore, Kahoot not only stimulates students' enthusiasm but also promotes a deeper understanding of Islamic Education concepts. The instant feedback and the dynamic nature of the quizzes help reinforce learning, making the content more memorable. As a result, the use of Kahoot has successfully created a positive learning atmosphere, which ultimately boosts students' motivation and enhances their academic performance. The combination of technology and traditional learning methods proves to be an effective strategy in increasing students' engagement and interest in learning Islamic Education..

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