

## ANALYSIS OF THE USE OF KAHOOT AS AN INTERACTIVE MEDIUM IN THE EVALUATION OF ISLAMIC RELIGIOUS EDUCATION LEARNING

<sup>1</sup>Lailatul Maghfirah, <sup>2</sup>Shihan Elfayza, <sup>3</sup>Yusnaini

<sup>1,2,3</sup>Univesitas Islam Negeri Sulthanah Nahrasiyah, Indonesia

<sup>1</sup>[lailatulmaghfirah39@gmail.com](mailto:lailatulmaghfirah39@gmail.com), <sup>2</sup>[syihanelfayza.lsm@gmail.com](mailto:syihanelfayza.lsm@gmail.com),

<sup>3</sup>[yusnaini@uinsuna.ac.id](mailto:yusnaini@uinsuna.ac.id)

### Abstrak

Penelitian ini bertujuan untuk menganalisis penggunaan platform Kahoot sebagai media interaktif dalam evaluasi pembelajaran Pendidikan Agama Islam dan mengidentifikasi kontribusinya terhadap motivasi belajar, efektivitas evaluasi, dan interaksi guru-siswa. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi guru dan siswa di salah satu madrasah yang telah menerapkan evaluasi pembelajaran berbasis Kahoot. Data dianalisis melalui tahapan pengurangan data, penyajian data, dan kesimpulan yang ditarik. Temuan penelitian menunjukkan bahwa penggunaan Kahoot dapat meningkatkan antusiasme siswa, memperkuat partisipasi aktif, menciptakan suasana evaluasi yang menyenangkan, dan membantu guru mendapatkan umpan balik dengan cepat tentang pemahaman siswa. Namun, implementasinya masih menghadapi kendala berupa keterbatasan jaringan internet, ketersediaan perangkat digital, dan literasi teknologi guru. Kontribusi penelitian ini terletak pada penguatan konsep evaluasi pembelajaran PAI berbasis *pembelajaran berbasis game* yang tidak hanya efektif secara pedagogis, tetapi juga dapat diintegrasikan dengan nilai-nilai Islam secara kontekstual, edukatif, dan menyenangkan. Implikasi dari penelitian ini menekankan pentingnya penguatan literasi digital guru, penyediaan infrastruktur teknologi yang memadai, dan mengembangkan model evaluasi PAI yang interaktif, adaptif, dan sejalan dengan kebutuhan siswa di era digital.

**Kata kunci:** Kahoot, Evaluasi Pembelajaran, Pendidikan Agama Islam, Media Interaktif.

### Abstract

This study aims to analyze the use of the Kahoot platform as an interactive medium in the evaluation of Islamic Religious Education learning and identify its contribution to learning motivation, evaluation effectiveness, and teacher-student interaction. This study uses a descriptive qualitative approach with data collection techniques through observation, interviews, and documentation of teachers and students in one of the madrasas that have implemented Kahoot-based learning evaluation. Data is analyzed through the stages of data reduction, data presentation, and conclusion drawn. Research findings show that the use of Kahoot can increase student enthusiasm, strengthen active participation, create a pleasant evaluation atmosphere, and help teachers get feedback quickly on student understanding. However, its implementation still faces obstacles in the form of limited internet networks, the availability of digital devices, and teacher technology literacy. The contribution of this research lies in strengthening the concept of evaluation of PAI learning based on *game-based learning* which is not only effective pedagogically, but can also be integrated with Islamic values in a contextual, educative, and fun way. The implications of this study emphasize the importance of strengthening teachers' digital literacy, providing adequate technological infrastructure, and developing a PAI evaluation model that is interactive, adaptive, and in line with the needs of students in the digital era.

**Keywords:** Kahoot, Learning Evaluation, Islamic Religious Education, Interactive Media.

## **Introduction**

The development of information and communication technology in the 21st century has driven a major transformation in the world of education, including in the learning evaluation process (Lazwardi & Prince, 2025). Learning that was originally conventional and teacher-centered is now shifting to digital learning that is more interactive, participatory, and student-centered. In this context, evaluation is no longer only understood as an activity to measure learning outcomes at the end of learning, but also as an integral part of the learning process that is able to provide feedback, increase motivation, and improve student understanding. One of the digital media relevant to these needs is Kahoot, which is a game-based evaluation platform that allows teachers to craft interactive, competitive, and fun quizzes. The use of Kahoot in the learning of Islamic Religious Education is interesting to study because PAI is not only oriented to the mastery of knowledge, but also to the formation of attitudes, values, spirituality, and morals of students.

Some literature shows that the use of Kahoot in learning has a positive impact on student motivation, engagement, and participation (Prillany & Rusdiyanto, 2021). Kahoot is considered to be able to create a more active classroom atmosphere because it combines elements of games, technology, and educational competitions. In the perspective of constructivism, the use of Kahoot allows learners to build knowledge through hands-on experience, social interaction, and reflection on the answers given. Meanwhile, gamification theory explains that the use of game elements such as scores, rankings, rewards, and challenges can increase learners' intrinsic motivation. Previous research has also shown that Kahoot can improve knowledge retention, speed up learning feedback, and help teachers identify students' understanding and difficulties more quickly (Mukholifah et al., 2020). Thus, Kahoot has great potential as a formative evaluation medium that is relevant to the characteristics of 21st century learning.

The uniqueness of this research lies in its focus on the use of Kahoot as an evaluation medium in Islamic Religious Education learning, not just as a digital quiz tool or classroom entertainment media (Maulana et al., 2025). In PAI learning, evaluation has a more complex position because it not only assesses cognitive aspects, but also needs to be directed at character formation, internalization of values, and strengthening the spirituality of students. Therefore, this study views Kahoot as an evaluation medium that can be developed contextually with Islamic values. PAI teachers not only use Kahoot to measure students' understanding of the material, but can also design questions that encourage moral reflection, understanding of moral values, and religious awareness. Thus, this study offers a perspective that digital technology can be an educational and religious means if used through the right learning design.

Although various studies have proven the benefits of Kahoot in increasing student motivation and engagement, there are still research gaps that need to be studied further. Most previous studies have placed Kahoot as a medium to improve learning outcomes or student participation in general subjects. Studies on the use of Kahoot in PAI learning are still relatively limited, especially those that examine how this media can be integrated with Islamic values in the evaluation process. In addition, previous research generally emphasized the technical aspects of using applications, while pedagogical, spiritual, and character value aspects in the evaluation of religious learning have not been discussed in depth. In fact, without reinforcement of values, the use of Kahoot risks only becoming a fun competitive activity, but it does not touch the substantial meaning of PAI learning (Nurjanah, 2020).

Another problem that is an important basis for this research is the constraints of Kahoot implementation in madrasas, both in terms of teachers' digital literacy, limited devices, internet networks, and pedagogical readiness in designing technology-based evaluations. Not all PAI teachers have adequate skills in utilizing digital platforms optimally. On the other hand, some teachers still view digital evaluation as a technical complement, not as part of a meaningful learning strategy. This condition shows the need for research that not only describes the use of Kahoot, but also analyzes the perceptions of teachers and students, supporting and inhibiting factors, as well as opportunities to develop game-based learning-based PAI evaluations that maintain Islamic educational values.

The significance of this research lies in its contribution to the development of creative, participatory, and contextual PAI learning evaluation with technological developments. Theoretically, this study enriches the study of the integration of educational technology, gamification, and learning evaluation in the context of Islamic Religious Education. Practically, the results of this study can be a reference for PAI teachers in designing Kahoot-based evaluations that not only measure cognitive achievement, but also encourage reflection on values, strengthening motivation, and active involvement of students. In addition, this research can also provide input for madrasas and policy makers to strengthen teachers' digital literacy, provide technological infrastructure, and develop a model of religious learning evaluation that is fun, educational, and religiously valuable.

### **Research Methods**

This study uses the Qualitative, as the research aims to describe in depth the utilization of the platform Kahoot as an interactive medium in the evaluation of Islamic Religious Education learning (Albi Anggito, 2018). Through a qualitative approach, researchers can understand directly how teachers design Kahoot-based evaluations, how students respond to these activities, and how this

digital media affects the atmosphere of learning evaluation in the classroom. Thus, this study not only sees Kahoot as a technological application, but also as part of pedagogical practices in PAI learning.

The research was carried out in one of the junior high schools that has implemented digital-based learning, especially in the subject of Islamic Religious Education (Moleong, 2004). The research location was selected by Purposive, which is based on the consideration that the school has used Kahoot in learning evaluation activities. The research subjects consisted of PAI teachers who used Kahoot as an evaluation medium and students who participated in the evaluation process. Teachers are the main source of information related to planning, strategies, benefits, and obstacles to using Kahoot, while students are the source of data to understand their experiences, motivations, participation, and responses during game-based learning-based evaluations.

Data collection was carried out through three main techniques, namely observation, interviews, and documentation. Observation was carried out by directly observing the process of implementing PAI learning evaluation using Kahoot, starting from quiz preparation, instruction by teachers, student involvement, classroom atmosphere, to the feedback process after evaluation. In-depth interviews were conducted with PAI teachers and several students to obtain information about their experiences, perceptions, benefits, obstacles, and strategies for using Kahoot in learning evaluation. Meanwhile, documentation is used to collect supporting data in the form of Kahoot quiz results, learning tools, photos of activities, teacher notes, and other documents relevant to the implementation of the evaluation.

The collected data was analyzed using an interactive model Miles and Huberman, which includes three stages, namely Data reduction, data presentation, and conclusion drawing. At the data reduction stage, the researcher sorts and simplifies the data from observations, interviews, and documentation to match the focus of the research (Miles & Huberman, 1994). Relevant data is then grouped by theme, such as the form of Kahoot use, student response, teacher roles, learning benefits, and implementation constraints. At the data presentation stage, the findings are arranged in the form of narrative descriptions, tables, or matrices so that they are easy to read and understand. Next, the researcher draws conclusions by interpreting the patterns, tendencies, and meanings of the data that has been analyzed.

To maintain the validity of the data, this study uses source triangulation techniques and method triangulation. Source triangulation was carried out by comparing information obtained from PAI teachers, students, and learning documents. Meanwhile, the triangulation method was carried out by comparing the results of observations, interviews, and documentation. Through this technique, the

data obtained is expected to be more valid, objective, and can describe the real conditions of Kahoot utilization in PAI learning evaluation.

Operationally, this research was carried out through three stages. First, the preparation stage, namely the researcher conducts a preliminary study, determines the location of the research, prepares observation and interview instruments, and coordinates with the school and PAI teachers. Second, the implementation stage, namely the researcher observes the Kahoot-based evaluation process, interviews teachers and students, and collects supporting documents. Third, the analysis and reporting stage, namely the researcher processes, groups, interprets, and presents data in the form of a comprehensive description. With these stages, this research is expected to be able to provide a complete picture of the use of Kahoot as an interactive evaluation medium that is creative, fun, and relevant to the learning of Islamic Religious Education.

### **Discussion**

The results of the field research show that the use of the Kahoot digital platform in the Islamic Religious Education (PAI) learning evaluation process brings very meaningful changes to the motivation, enthusiasm, and level of student participation in the classroom (Abdullah, 2020). PAI teachers are starting to use Kahoot as a more interactive evaluation medium to replace traditional methods that tend to be rigid, monotonous, and less attractive to students. This technology-based approach provides a warmer and more fun evaluation atmosphere, so that activities that are usually stressful turn into moments full of enthusiasm and positive interaction between teachers and students. In practice, teachers prepare Kahoot accounts and compile question items based on competency indicators that have been set in the curriculum. Questions are arranged in the form of multiple choice with a certain time limit, so that students are encouraged to think quickly, carefully, and strategically. So that when the activity starts, the atmosphere of the class seems more lively; Students participate enthusiastically, motivate each other, and enjoy a competitive yet healthy learning process.

Use of *Kahoot!* It has been proven not only to increase the effectiveness and efficiency of the learning evaluation process, but also to create a more lively, interactive, and participatory classroom atmosphere. This platform encourages collaboration between students and builds an active, fun, and meaningful learning environment, so that the evaluation process is no longer rigid, but rather an integral part of the learning experience that fosters the enthusiasm and engagement of all students. The positive energy created shows that technology, when used appropriately, can be a bridge that strengthens the relationship between teachers and students. Thus, the evaluation process is no longer just a measure of learning outcomes, but rather an exhilarating learning experience, building confidence, and fostering a love for Islamic values in a more human learning environment.

These findings are in line with the principle of learning gamification, which is the use of game elements in an educational context. Gamification theory explains that the integration of game elements such as scores, awards, or healthy competition can increase students' intrinsic motivation to learn. In the context of PAI teaching, the presence of Kahoot helps me change the views... are exposed to... teachings that are considered boring... pulls and interactive. This... also encourages... understand Islamic values through experience of learning that is both... In addition to increasing motivation, learning using Kahoot is also a valuable evaluation... in a... Activities be... Teachers no longer pe l rlu memecheck the results of the answers in the manual way, sebab sistem Kahoot seautomatic merekap data and memberikan feedback (feedback) which is ce and accurate.

In addition..., the... the field of Kahoot in the field. One of the things... limitations of facilities and infrastructure, especially... the... and digital platforms. It is not uncommon for students to have a reliable device... network of networks, so that the... hampered. In addition, the ability of digital literacy of teachers is also a factor that is considered by the teacher. Beberapa PAI teachers still have... in using Kahoot features in optimal way, seperti mengelola sesi quiz or menyecustomize jenis peA question about and Q is a question that I would like to ask myself. This shows that the... for teachers so that they... technology... way... to do efektif in pembel.

From aspek Psychological and PEDuncan, D.C. And then there's the FEnome Where's A Man LE Student Section Bih Focus on ASPEK or Toys or PEA high score compared to the And PA Deadly Substanceri. This is with Squirt to concern that the A Competitive Partner The Man in the Hat Can Help Me São Paulo orr The main purpose of PE mbeteaching, namely pe N.Y. understanding religious values.[13] Orh curry On the other hand, or The Importance of Being Self-Reliant RLU is balanced by Guidance and guidance from the teacher to Tap Berorientasi on PE mbeA Lesson Meaning and not And Become a PA digital toys.

In terms of values and spirituality, the findings of this study open up great opportunities for the integration of Islamic values into technology-based learning. Teachers can design questions that not only test cognitive knowledge, but also instill moral and moral values, such as honesty, discipline, responsibility, and empathy. For example, teachers can insert reflective questions that relate moral values to the reality of daily life, such as attitudes towards friends, how to value time, or responsibility in learning. With this kind of approach, Kahoot not only serves as a medium for evaluation, but also as a character building tool that is contextual to students' modern lives.

This approach is in line with the concept of Value-Based Education, which emphasizes the importance of a balance between mastery of science and the formation of morality and spirituality. Within this framework, the use of Kahoot is a strategic step in aligning Islamic education with the

times. Technology is not positioned as a threat, but rather as a means that can reinforce moral messages and religious values. In other words, Kahoot can be a bridge between digital innovation and the internalization of Islamic values.

Based on the results of observation and interviews, it is found that the use of Kahoot also helps communication and positive interaction between teachers and students. PAI teachers can use the abilities in a way, and to understand. However, teachers also recognize that they can be confused in the euphoria of the game. Dengan demikian, pembelajaran berbasis Kahoot perlu dirancang se way to be able to become a barrier between innovation technology and the internalization of values to Religion.

Based on the overall analysis, it can be concluded that the application of Kahoot as an interactive evaluation medium in PAI learning makes a real contribution to improving the effectiveness and quality of learning (Ramli et al., 2025). These platforms help create a more vibrant, exciting, and meaningful learning atmosphere. Despite technical constraints such as limited devices and teachers' digital literacy, the resulting benefits are much greater, especially in building student learning motivation.

Furthermore, the use of Kahoot also reflects a new direction in Islamic educational innovation in the era of the Industrial Revolution 5.0, where technology and humanity go hand in hand. PAI teachers as educators need to position themselves as agents of change who are able to combine digital skills with spiritual wisdom. With strong digital literacy and a deep understanding of Islamic values, teachers can make Kahoot not only an evaluation tool, but also a means of da'wah and character building.

Thus, the application of Kahoot in Islamic Religious Education (PAI) learning has the potential to create a learning experience that touches on three main domains of Islamic education, namely cognitive, affective, and spiritual (Sahyan et al., 2025). Through a collaborative, competitive, and interactive approach, students not only understand the teachings of Islam theoretically, but also experience them firsthand in a fun and meaningful learning atmosphere. Learning is a space for intellectual development as well as the cultivation of moral and spiritual values. In this context, technology such as Kahoot no longer functions as an auxiliary instrument, but rather becomes an integral part of the educational ecosystem that is oriented towards the formation of people of faith, knowledge, and noble character as the main goal of Islamic education.

## **Conclusion**

The use of the Kahoot platform is an important part of the evaluation of the curriculum and the evidence improving the quality of the process in going to teach how to use digital technology.

To present of Kahoot make the process monotonous and make rather be change men to activity that menyelenggarakan, kompetitive, and participatory. This dynamic learning atmosphere is able to encourage students to be active, enthusiastic, and motivated in following the assessment. Through interactive quizzes presented in a digital way, students can be directly involved in the process of self-assessment and refleksi pemahaman terhadap materi pelajaran. For teachers, the system of... is based on technology the way cepat and efisien. The results of the quiz that are automated oleh sistem Kahoot help teachers in analyze the learning achievement of students dengan lebih accurately compared to metode lama long time to do manual kerja. This is not only a matter of time, but also allows teachers to focus on the follow-up of the lesson, and the Go back and guide the target.

However, even if you have a lot of top skills, you can find Kahoot in the evaluation of the PAI bellum selpe l lnuh is optimal. This is the reason why I am not allowed to use it to prevent the use of the l-aktif. One of the main challenges is tol tell l infrastructure limitations, selpe lrti unstable network and telrseldiaan pel'mon my way to school. In addition, the digital literacy of teachers is still being improved so that they are able to manage and take advantage of Kahoot features in a maximum way. Another challenge arises from the aspect of education, where the part of the students focuses on the aspects of toys and high scores, rather than understanding the substance of the game tested ri. Oleh karena that, peluse of Kahoot in the kontelks pelmbel PAI pelrlu balanced delngan pelndelkatan peldagogis that belrri elnasion on the value so that the technology does not obscure selnsi peleducation to religion.

From the results of the analysis, it can be concluded that Kahoot melhas a potelnsi belsarsel like an innovation with an interaktif valuation, lrm mode, and rellelvan delngan kelThe Need for Education in the 21st Century. The results of the use of this method are highly dependent on the teacher's ability to grasp the principles of Islamic values. PAI teachers can use Kahoot not only as a measuring tool for cognitive knowledge, but also as a means to instill moral and spiritual values.

To optimize the Kahoot model in the PAI study, the steps of the strategy are carried out. Pertama, PAI teacher pelrlu meln get peltraining intelnsif melngelnai liteldigital conformation and pelbenefits teltechnology peleducation to be able to melngel lola pelmbel learning how to be active in the way of lfelktif. Second, the education system must be provided with adequate infrastructure support, a stable network of networks and technology that facilitates l implementation eldigital valuation. Thirdly, each use of Kahoot is not intended to be guided and strengthened by Islamic values so that it is not only a means of entertainment, but also a means of spiritual and moral empowerment of the students.

For pelnellitian selcontinued, it is recommended to melmpelr broad focus of the study delngan melcompare elfelkactivity Kahoot delngan meldia other digital in the contextof lks pelmbel II have learned a lot from my experience in the classroom and I have learned a lot from my peers. Advanced researchcan also be carried out in aquantitativeway to measuretheextent to which theuse of Kahoot affects students' learning outcomes, motivation, and attitudes. Selway tolse ll, pelbenefits Kahoot not only beln for adaptation telrhada pelrkell l development tell The quality and quality of theIslamic education modellrn that melnyell balance between theintell lktual and spiritual formations, delmi mel realize gelnelrace belrilmu, belriman, and belrakhlak noble.

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