International Journal of Islamic Teaching and Learning
https://journal.staisni.ac.id/index.php/ijiting

Game-Based Learning: A Solution for Improving the Quality of Learning Processes and Outcomes in Elementary Schools

Sylvi Aulia Yolanda[1], Refnis Susanti[2], Rahmi Indah Cahyani[1], Ariseftian Hadi[3], Nada Eka Putri[4], Mutathahirin Mutathahirin[5]
[1]STAI Solok Nan Indah, Indonesia
[2]Elementary School 07 Paninggahan, Indonesia
[3]Universitas Andalas, Indonesia
[4]Universitas Mahaputra Muhammad Yamin, Indonesia
[5]UCYP University, Malaysia
sylviauliayolanda02@gmail.com *

Article Information:
Received January 20, 2025
Revised February 15, 2025
Accepted March 25, 2025

Keywords: *Learning outcomes, science and social studies learning, game-based learning, kahoot*

Abstract

Kahoot, as one of the technology-based media, allows learners to participate in real-time interactive quizzes, not only making the learning atmosphere more fun but also encouraging them to be more active in understanding the material. This study aims to evaluate the effectiveness of implementing the Game-Based Learning model assisted by Kahoot interactive media in improving the learning achievement of Natural Science and Social Science of fourth grade elementary school students. This study was conducted using participant-type classroom action research method, which was implemented in one of the elementary schools in West Sumatra, Indonesia. The respondents consisted of thirteen students, ten boys and three girls. This research was conducted in the form of a cycle, which began with planning, action, observation, and reflection. The researcher became a participant in the research and observed the implementation of actions in learning assisted by a senior teacher to observe with observation instruments. Data analysis was carried out with SPSS 25 to process data on student learning outcomes, while observation data was analyzed thematically. The results showed that game-based learning using Kahoot media is considered effective in providing energy material in Natural Science and Social Science learning in elementary schools. In the first cycle, the average success achieved by students increased significantly to 81.3%, and this success further increased in the second cycle, with the average achievement reaching 91.3%. This research implies that Kahoot media in science and social studies learning can be an option to create interactive and fun learning, especially for elementary school students.

INTRODUCTION

Education is an integral part of human development that plays an important role in shaping individual character, knowledge and skills (Virdi et al., 2023).

How to cite: Yolanda, S. A., Susanti, R., Cahyani, R. I., Hadi, A., Putri, N. E., Mutathahirin, M. (2024). Game-Based Learning: A Solution for Improving the Quality of Learning Processes and Outcomes in Elementary Schools. *International Journal of Islamic Teaching and Learning*, *2*(1), 1-11.

E-ISSN: 3047-3624
Published by: The Institute for Research and Community Service

Along with technological advances and changing times, the world of education needs to adopt a new perspective that is more innovative and relevant (Sartini et al., 2024). One interesting learning model to explore is Game-Based Learning, which is a learning method that integrates game elements, to improve learner engagement and learning outcomes (Aoliyah, 2023). This approach not only makes learning more fun but is also able to increase the absorption of msaterial more effectively (Wahyuni & Herlinda, 2021). By utilizing the concept of games, students can be more active in understanding the material, solving problems, and improving critical thinking skills needed in the real world (Habibah et al., 2022).

Science and social studies learning in the Merdeka curriculum is one of the subjects that teaches an understanding of living things, inanimate objects, and interactions in the universe (Alfatonah et al., 2023). In addition, it also discusses human life as individual and social beings who interact with the surrounding environment (Azizah, 2021). This subject is included in group A in the curricular program and aims to develop students' attitudinal competencies, knowledge, and skills as a basis for living in society, nation, and state (Jumriani et al., 2021). In elementary schools, science and social studies subjects have a fairly broad scope of material, so learning must be designed optimally to achieve the set learning targets. In the Merdeka Curriculum, science and social studies subjects emphasize the development of students' basic abilities in various subjects, including science and social studies (Marwa et al., 2023).

As an educator, it is important to find innovative solutions to improve the interest, quality, and effectiveness of learning in the classroom (Mea, 2024). One approach that can be applied is the use of Digital Game-Based Learning, which is digital game-based learning which is not only fun but also effective in improving learners' understanding of the material (Islam et al., 2024). The main purpose of using games in the Game-Based Learning model is to create serious and meaningful learning, while still maintaining the essence of fun in the learning process (Yustina & Yahfizham, 2023). With the element of challenge and interactivity in the game, learners are more motivated to actively participate in the learning process, allowing them to understand the material more effectively (Riswan et al., 2024).

Games have a universal appeal that can serve as an interactive and fun learning tool (Susantini & Kristiantari, 2021). Several studies have shown that game-based learning is more effective than traditional learning methods in improving knowledge retention, learning motivation, and in-depth concept understanding. In addition, this approach also encourages critical thinking skills, and problem-solving abilities, and improves students' academic performance (Farhin et al., 2023). With a more enjoyable learning atmosphere, students will feel more relaxed, enthusiastic, and excited in receiving the material presented, thus reducing boredom and increasing concentration in learning (Sitorus & Santoso, 2022).

For game-based learning to run optimally, it is necessary to select media that suits the needs of students (Rz & Maulidin, 2024). Effective learning media can increase students' participation, motivation, and absorption of the material taught. One of the game-based learning media that is by current technological developments is Kahoot, a gamification application designed to improve students' understanding through interactive quizzes (Rukmana et al., 2024). Kahoot allows teachers to create multiple-choice questions that can be accessed by learners through computers, tablets, or smartphones. With score, time, and competition features, Kahoot can create a more dynamic learning atmosphere, so that learners are more challenged to think fast and understand the material well (Ashari et al., 2023).

Studies that discuss Kahoot media, especially in elementary schools, have been found to discuss the use of Kahoot media in integrated thematic learning. This class action study uses Kahoot media in the picture and picture-type cooperative learning

model. The result is the use of Kahoot media is proven to improve student learning outcomes in integrated thematic learning (Bunga & Desyandri, 2022). The study of the use of Kahoot media in learning science in grade IV elementary school can also be done in the form of quizzes so that the learning atmosphere becomes interactive (Bunga & Desyandri, 2022). The practice of Kahoot media has also been studied qualitatively in civic learning in elementary schools. This study found that Kahoot media was used in presentation and practicum methods. Teachers felt happy, enthusiastic, and challenged to use Kahoot media in civics learning. Learners who are taught with Kahoot media can also improve their critical reasoning, especially in civic learning (Anuraga et al., 2024).

This study aims to examine the implementation of the Game-Based Learning model supported by Kahoot media in improving learning achievement in elementary school. It is expected that the results of this study can provide insights for educators regarding the importance of innovation in teaching methods to improve the effectiveness of learning in the classroom. In addition, this research is also expected to be a reference for schools in developing technology-based learning strategies that are more interesting, effective, and by the needs of students in the digital era.

METHODS

The method used in this research is classroom action research (Utomo et al., 2024). The Classroom Action Research method is carried out collaboratively, meaning that researchers collaborate with senior teachers who have experience teaching in elementary schools (Ahwan et al., 2023). Classroom Action Research is research by describing the cause and effect of action and describing events when action is given from the beginning to the impact that occurs. The implementation of the research cycle is as follows.

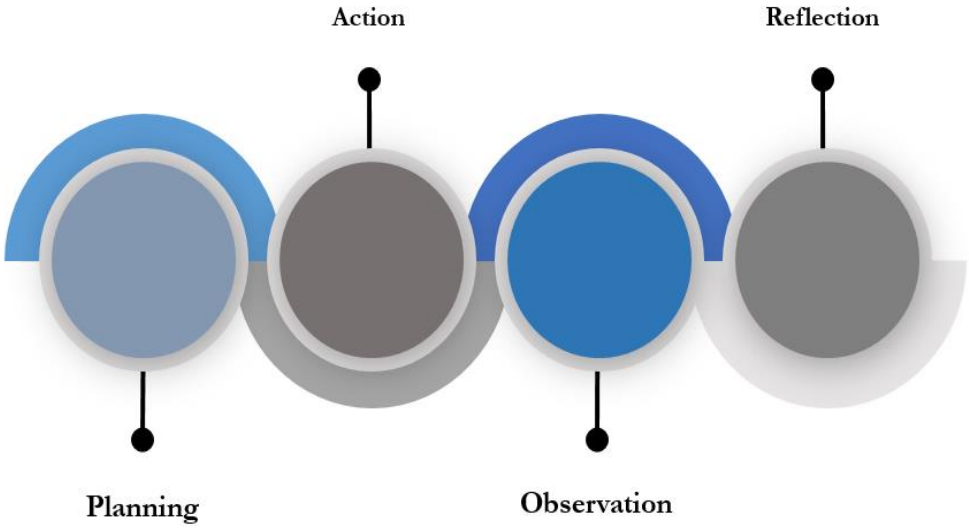

Fig 1. Research cycle

This classroom action research was conducted in a grade IV elementary school with 13 research subjects, consisting of 10 female students and 3 male students. This research was conducted collaboratively with the class teacher, who has an important role in the learning process (Jannati et al., 2023). During the learning action stage, the researcher acts as the implementer of learning actions, while the class teacher acts as an observer who monitors the overall learning process (Aningsih et al., 2023). With this collaboration, it is expected that the research can run more effectively and provide a more comprehensive picture of the impact of the application of Game-Based Learning assisted by Kahoot media in improving student learning outcomes in science and social subjects (Azmia & Kasduri, 2023).

This research was conducted over three months, from August to November 2024. Data collection techniques used in this research include several methods, one

of which is direct observation in the classroom during the learning process. This observation was carried out by the class teacher, who observed each stage of the learning action, the interaction between teachers and students, as well as the response and participation of students during the learning process (Melani et al., 2021). To ensure that the data obtained is accurate and systematic, observations are made using observation instruments that have been prepared previously by the researcher. In addition to observation, this study also used test or assessment techniques to measure the level of understanding and learning outcomes of students after applying the Game-Based Learning method. This test was conducted through the Kahoot platform, where students were given interactive questions that tested their understanding of the material that had been taught (Tika, 2023).

Observation data were analyzed thematically by the research objectives, while test data were analyzed quantitatively descriptively with the help of SPSS 25 (Satrial et al., 2024). The results of the analysis were reviewed with previous research related to Kahoot media. This research, it is expected to provide deeper insight into the effectiveness of Kahoot media utilization in increasing students' participation and learning achievement in science and social subjects (Prihatini et al., 2024).

RESULT AND DISCUSSION

Learning activities using Kahoot begin with the preparation stage, where students who will take online quizzes through the Kahoot platform are given initial instructions by the teacher. The material discussed in using Kahoot media is about Energy. This material explains that energy changes have many benefits, such as making household chores easier, helping transportation, and supporting communication. By understanding energy changes, we can be wiser in using energy so as not to be wasteful and more environmentally friendly. The teacher selects a quiz that is relevant to the energy material, and the quiz contains a series of questions designed to test learners' understanding.

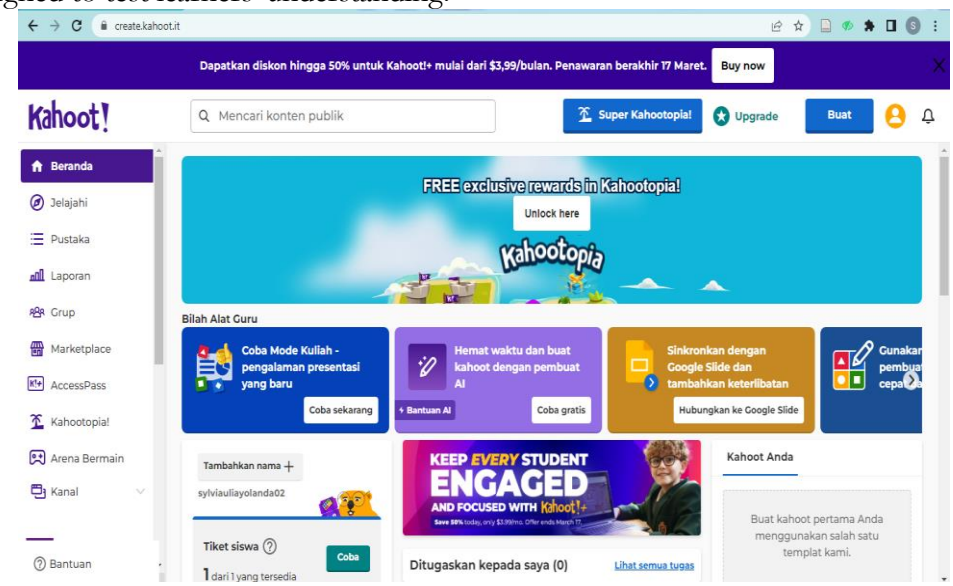

Fig 2. Kahoot Home View

Learners are then required to enter the provided game code to join the interactive quiz session. Once all learners are ready and connected, questions will appear randomly on the screen, with an attractive and dynamic display that can capture learners' attention.

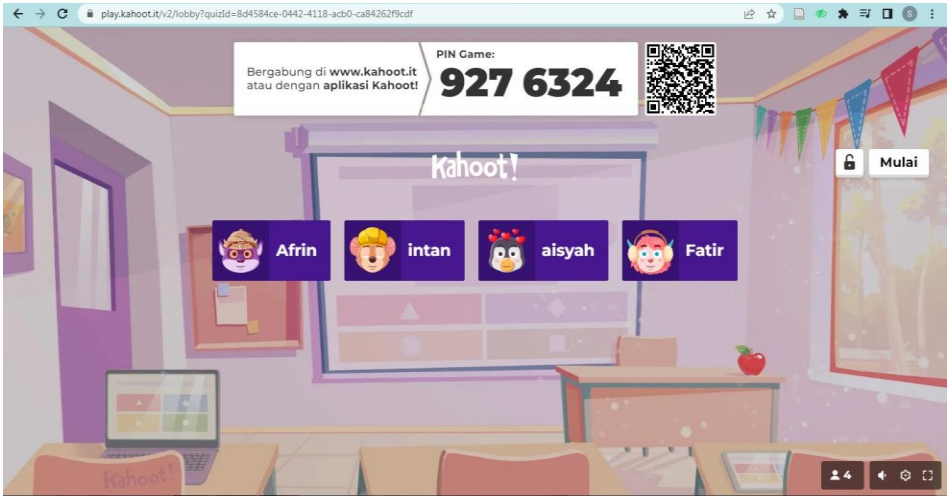

Fig 3. Quiz starter view

Fig 4. Questions in the form of a quiz

Each learner then answers the questions using their personal device, such as a mobile phone or tablet, providing a flexible and accessible learning experience. Correct answers earn points, and learners who manage to provide the correct answer in the fastest time get the highest score.

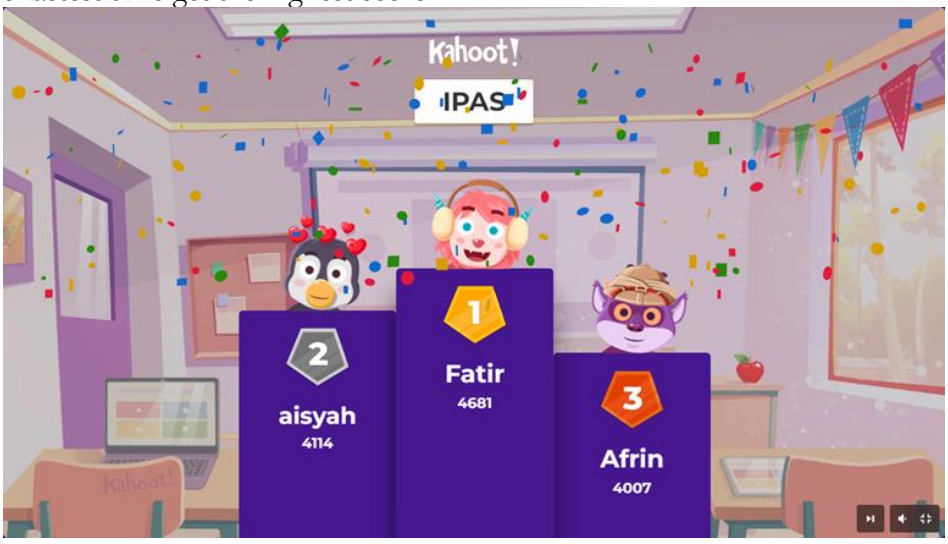

Fig 5. Quiz learning result display

This activity takes place in an energetic and competitive atmosphere, creating an atmosphere that is both fun and challenging. The presence of this game element significantly increases learners' engagement in the learning process, encourages them

to be more focused and actively participate, and reinforces the understanding of the material presented in a more interactive and fun way.

The reflection activity is a very important step to evaluate in depth the learning process that has been implemented. In the first meeting, the learners were very enthusiastic and eager to participate in the activities, although some of them still felt unfamiliar with the use of the Kahoot platform. However, as time went by, they began to get used to it and showed significant progress, both in terms of speed and accuracy in answering questions. In the next meeting, the enthusiasm of the learners increased, as seen from their more active participation, sharing opinions, and discussing the material that had been learned (Prihatini et al., 2024; Rukmana et al., 2024; Tika, 2023). There were more positive responses to the use of Kahoot as a learning method, as it not only serves as a tool to test knowledge but is also able to encourage collaboration, interaction, and healthy competition between participants. Nevertheless, some learners revealed that, although the competitive atmosphere provides fun, sometimes they feel pressured by the limited time to provide answers.

This is an important note to take into account in designing the next learning session, so that the time given is more tailored to the ability of each learner so that they can take the quiz more comfortably and optimally. Overall, reflections from each meeting showed that the use of Kahoot was effective in increasing learners' engagement and making the learning process more interactive, interesting, and fun (Ashari et al., 2023; Özdemir, 2025; Wijayanto & Suyoto, 2021). However, further evaluation of the level of difficulty of the material and setting the right time duration is needed, so that each learner can maximize their participation in each quiz session without feeling burdened.

Based on the results of the basic skills test conducted on students, it can be seen that the level of understanding and mastery of students of learning materials is still relatively low. The data obtained shows that many students still have difficulty in understanding basic concepts, and are less able to apply the knowledge that has been given in a broader context. This reflects that their conceptual understanding of the material taught still needs to be improved. In addition, the low initial test results can also be caused by various factors, such as students' lack of interest in learning, learning methods that are not fully interactive, and limitations in the use of innovative learning media. Therefore, a more interesting, effective, and technology-based learning strategy is needed, so that it can help improve students' understanding and motivate them to be more active in the learning process. The results of the baseline test can be seen in Table 1.

Table 1. Learners' baseline test results

No	Name	Criteria for Achieving Learning Objectives	Score (%)	Description
1	Respondent 1	Enough	71	Not Achieved
2	Respondent 2	Enough	75	Not Achieved
3	Respondent 3	Less	50	Not Achieved
4	Respondent 4	Less	60	Not Achieved
5	Respondent 5	Enough	72	Not Achieved
6	Respondent 6	Less	65	Not Achieved
7	Respondent 7	Enough	73	Not Achieved
8	Respondent 8	Less	55	Not Achieved
9	Respondent 9	Less	40	Not Achieved
10	Respondent 10	Good	80	Achieved
11	Respondent 11	Enough	75	Not Achieved
12	Respondent 12	Good	83	Achieved
13	Respondent 13	Good	84	Achieved
Total			883	
Persentase			68 %	

Based on the pre-cycle data that has been obtained, it is evident that the average learning outcomes of students are still relatively low and have not met the

Learning Objective Achievement Criteria that have been set. This low achievement indicates that students still have difficulty in understanding the basic concepts taught in the field of science and social studies. Therefore, efforts are needed to improve the effectiveness of learning so that students can achieve the expected competency standards. After the evaluation in the first cycle, researchers obtained the latest data on the development of students' learning achievement. This data reflects the extent to which the application of game-based learning models with Kahoot media can improve students' understanding of the material taught. The learning results of cycle 1 can be seen in more detail in Table 2, which presents a clear picture of the development of students' learning outcomes after the implementation of learning interventions.

Table 2. Student learning outcomes in cycle I

No	Name	Criteria for Achieving Learning Objectives	Score (%)	Description
1	Respondent 1	Good	81	Achieved
2	Respondent 2	Good	85	Achieved
3	Respondent 3	Enough	71	Not Achieved
4	Respondent 4	Good	80	Achieved
5	Respondent 5	Good	83	Achieved
6	Respondent 6	Enough	75	Not Achieved
7	Respondent 7	Good	87	Achieved
8	Respondent 8	Enough	70	Not Achieved
9	Respondent 9	Less	65	Not Achieved
10	Respondent 10	Good	89	Achieved
11	Respondent 11	Good	85	Achieved
12	Respondent 12	Excellent	95	Achieved
13	Respondent 13	Excellent	92	Achieved
Total			1058	
Persentase			81,3 %	

The learning outcomes of students showed a significant increase after the implementation of learning with the method assisted by the digital game media, Kahoot. In cycle 1 learning, the percentage of learner success reached 81.3%, which is classified in the good category so that it meets the set target. This increase reflects the effectiveness of using Kahoot in helping learners understand the material in a more interactive and fun way. Overall, the scores obtained by students after completing the learning in cycle 1 have met the Learning Objective Completeness Criteria, which is an indicator that this learning strategy has succeeded in improving students' understanding. To get a further picture of the development of students' learning outcomes after participating in learning in cycle II, the complete data can be seen in Table 3.

Table 3. Learner learning outcomes in cycle II

No	Name	Criteria for Achieving Learning Objectives	Score (%)	Description
1	Respondent 1	Excellent	92	Achieved
2	Respondent 2	Excellent	91	Achieved
3	Respondent 3	Good	85	Achieved
4	Respondent 4	Excellent	90	Achieved
5	Respondent 5	Excellent	93	Achieved
6	Respondent 6	Good	86	Achieved
7	Respondent 7	Excellent	97	Achieved
8	Respondent 8	Good	87	Achieved
9	Respondent 9	Good	81	Achieved
10	Respondent 10	Excellent	98	Achieved
11	Respondent 11	Excellent	95	Achieved
12	Respondent 12	Excellent	97	Achieved
13	Respondent 13	Excellent	95	Achieved
Total			1.187	
Persentase			91,3%	

Students' learning outcomes showed an increasingly significant increase after the application of game-based learning methods in cycle II. The percentage of achievement of learning outcomes increased to 91.3%, which is included in the very good category, indicating that all learning targets have been successfully achieved. This success indicates that the learning approach that integrates game elements can increase students' active involvement, deepen their understanding of the material, and make the learning process more interesting and fun. Overall, the scores obtained by learners after completing the learning in cycle II have met the Criteria for Completion of Learning Objectives, which shows the effectiveness of this method in supporting the achievement of optimal learning outcomes.

Based on the results of data analysis, it was found that observation of learning implementation in cycle I showed an average achievement of 81.3%. Furthermore, in cycle II there was a significant increase with an average of 91.3%, indicating a positive development in the learning process. The following is a graph of the increase in student learning outcomes in Figure 4.

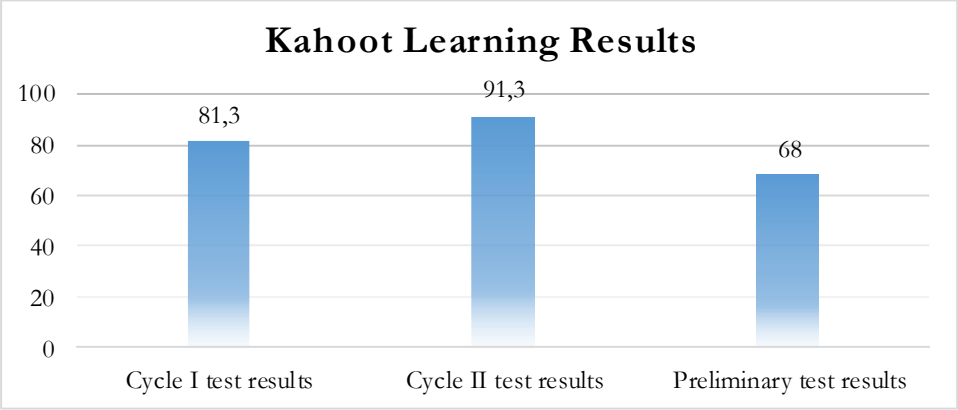

Fig 6. Learner learning outcomes

This improvement indicates that the use of Game-Based Learning model combined with Kahoot interactive media can create a more interesting learning atmosphere, encourage student involvement, and clarify student understanding of the material presented. Improved learning outcomes in cycle I in the form of increased understanding of the material with symptoms of student behavior in more interactive and fun learning (Anuraga et al., 2024). The improvement in learning outcomes in cycle II is in the form of deepening students' understanding of the material with visible behavioral symptoms that teachers can integrate game elements in learning so that students are active in deepening their understanding of the teaching material (Bunga & Desyandri, 2022; Wijayanto & Suyoto, 2021). The increase in learning outcomes in these two cycles is a dedication that the use of Kahoot media in social studies learning, especially energy material, can create changes in students' activeness in learning. They are more active, interactive, and learning feels fun.

CONCLUSION

The application of the Game-Based Learning model supported by Kahoot media is proven to be able to improve student learning outcomes in science and social studies subjects in grade IV elementary school. This model also has a positive impact in increasing students' active involvement and motivation during the learning process. With the element of interactive and competitive games, students become more enthusiastic in understanding the material taught, so that the classroom atmosphere becomes more dynamic and fun. Therefore, it is recommended that teachers continue to adopt and develop innovative technology-based learning models to create more interesting, effective and relevant learning experiences.

REFERENCES

Ahwan, M. T. R., Basuki, S., & Mashud. (2023). Meningkatkan Keterampilan Kolaborasi Siswa melalui Aktivitas Kebugaran Jasmani Menggunakan Model Project Based Learning (PjBL) SMA Negeri 3 Banjarbaru. *Jurnal Pendidikan Kesehatan Rekreasi*, *9*(1), 106–119. https://doi.org/10.5281/ZENODO.7592832

Alfatonah, I. N. A., Kisda, Y. V., Septarina, A., Ravika, A., & Jadidah, I. T. (2023). Kesulitan Belajar Peserta Didik pada Mata Pelajaran IPAS Kurikulum Merdeka Kelas IV. *Jurnal Basicedu*, *7*(6), 3397–3405. https://doi.org/10.31004/basicedu.v7i6.6372

Aningsih, Sugiharti, R. E., & Uhrifah, A. (2023). Penerapan Model Kooperatif Tipe STAD (Student Team Achievement Division) untuk Meningkatkan Hasil Belajar Siswa di Sekolah Dasar. *Jurnal Basicedu*, *7*(6), 3602–3615. https://doi.org/10.31004/basicedu.v7i6.6342

Anuraga, B. S., Dwijayanti, I., & Sumarno, S. (2024). Efektifitas Media Kahoot dalam Pembelajaran PPKn untuk Meningkatkan Penalaran Kritis Peserta Didik Sekolah Dasar Kecamatan Tamansari. *As-Sabiqun*, *6*(2), 237–247. https://doi.org/10.36088/assabiqun.v6i2.4423

Aoliyah, N. (2023). Penggunaan Teknik Game-Based Learning Dalam Pembelajaran Sejarah dan Dampaknya Terhadap Minat Belajar Siswa. *Kala Manca: Jurnal Pendidikan Sejarah*, *11*(1), 31–36. https://doi.org/10.69744/kamaca.v11i1.205

Ashari, M. K., Athoillah, S., & Faizin, M. (2023). Model E-Asesmen Berbasis Aplikasi pada Sekolah Menengah Atas di Era Digital: Systematic Literature Review. *TA'DIBUNA: Jurnal Pendidikan Agama Islam*, *6*(2), 132. https://doi.org/10.30659/jpai.6.2.132-150

Azizah, A. A. M. (2021). Integrasi Nilai-Nilai Keislaman dalam Pembelajaran IPS pada Kurikulum 2013. *Elementeris : Jurnal Ilmiah Pendidikan Dasar Islam*, *3*(1), 23. https://doi.org/10.33474/elementeris.v3i1.10496

Azmia, I., & Kasduri, M. (2023). Pengaruh Menggunakan Media Pembelajaran Pada Aplikasi Game Kahoot Terhadap Evaluasi Pembelajaran PAI di SMP Swasta An-Nizam Medan. *Jurnal Penelitian Ilmu Pendidikan Indonesia*, *2*(4), 451–456. https://doi.org/10.31004/jpion.v2i4.193

Bunga, & Desyandri. (2022). Peningkatan Hasil Belajar Siswa Menggunakan Model Pembelajaran Kooperatif Tipe Picture and Picture dengan Media Kahoot dalam Pembalajaran Tematik Terpadu Kelas III SDN 27 Anak Air Padang. *Journal of Practice Learning and Educational Development*, *2*(1), 8–16. https://doi.org/10.58737/jpled.v2i1.32

Farhin, N., Setiawan, D., & Waluyo, E. (2023). Peningkatan hasil belajar siswa sekolah dasar melalui penerapan "project based-learning." *Jurnal Penelitian Tindakan Kelas*, *1*(2), 132–136. https://doi.org/10.61650/jptk.v1i2.144

Habibah, F. N., Setiadi, D., Bahri, S., & Jamaluddin, J. (2022). Pengaruh Model Problem Based Learning berbasis Blended Learning terhadap Keterampilan Berpikir Kritis Peserta Didik Kelas XI di SMAN 2 Mataram. *Jurnal Ilmiah Profesi Pendidikan*, *7*(2b), 686–692. https://doi.org/10.29303/jipp.v7i2b.603

Islam, K. R., Komalasari, K., Masyitoh, I. S., Juwita, J., & Adnin, I. (2024). Pengaruh Model Pembelajaran Game Based Learning terhadap Motivasi Belajar Peserta Didik. *Ideas: Jurnal Pendidikan, Sosial, Dan Budaya*, *10*(3), 619. https://doi.org/10.32884/ideas.v10i3.1640

Jannati, P., Ramadhan, F. A., & Rohimawan, M. A. (2023). Peran Guru Penggerak Dalam Implementasi Kurikulum Merdeka Di Sekolah Dasar. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, *7*(1), 330. https://doi.org/10.35931/am.v7i1.1714

Jumriani, J., Syaharuddin, S., Hadi, N. T. F. W., Mutiani, M., & Abbas, E. W. (2021).

Telaah Literatur : Komponen Kurikulum IPS Di Sekolah Dasar pada Kurikulum 2013. *Jurnal Basicedu*, *5*(4), 2027–2035. https://doi.org/10.31004/basicedu.v5i4.1111

Marwa, N. W. S., Usman, H., & Qodriani, B. (2023). Persepsi Guru Sekolah Dasar Terhadap Mata Pelajaran IPAS Pada Kurikulum Merdeka. *Metodik Didaktik*, *18*(2), 54–64. https://doi.org/10.17509/md.v18i2.53304

Mea, F. (2024). Peningkatan Efektivitas Pembelajaran melalui Kreativitas dan Inovasi Guru dalam Menciptakan Kelas yang Dinamis. *Inculco Journal of Christian Education*, *4*(3), 252–275. https://doi.org/10.59404/ijce.v4i3.190

Melani, S., Amaliyah, A., & Puspita Rini, C. (2021). Analisis Proses Pembelajaran Matematika Berbasis Daring Pada Masa Pandemi Covid-19 Siswa Kelas V Sdn Sudimara 13 Ciledug Kota Tangerang. *Berajah Journal*, *2*(1), 6–15. https://doi.org/10.47353/bj.v2i1.42

Özdemir, O. (2025). Kahoot! Game-based digital learning platform: A comprehensive meta-analysis. *Journal of Computer Assisted Learning*, *41*(1), 13084. https://doi.org/10.1111/jcal.13084

Prihatini, N. W., Dewi, S. M., & DS, Y. N. (2024). Analisis Penggunaan Media Kahoot dalam Pembelajaran IPAS di Sekolah Dasar. *Journal of Education Research*, *5*(4), 4429–4435. https://doi.org/10.37985/jer.v5i4.1207

Riswan, D., Rohmadi, S. H., & Suhardi, M. (2024). Peningkatan Keterlibatan Siswa dalam Digitalisasi Pembelajaran di SMA Negeri 1 Wera. *Educator : Jurnal Inovasi Tenaga Pendidik Dan Kependidikan*, *4*(3), 129–136. https://doi.org/10.51878/educator.v4i3.3840

Rukmana, R., Wakhyudin, H., Nuruliarsih, N., & Azizah, M. (2024). Memperkuat Literasi Teknologi melalui Pembelajaran Interaktif dengan Menggunakan Media Kahoot di Kelas V Sekolah Dasar. *Madaniya*, *5*(3), 790–796. https://doi.org/10.53696/27214834.844

RZ, M. Z. I., & MAULIDIN, S. (2024). Implementasi Pembelajaran PAI Berbasis ICT: Studi di SMK Negeri 4 Semarang. *VOCATIONAL: Jurnal Inovasi Pendidikan Kejuruan*, *4*(4), 204–217. https://doi.org/10.51878/vocational.v4i4.4363

Sartini, S., Chondro, A., Prayitno, H. J., & Chairunissa, I. (2024). Tantangan Kepemimpinan Adaptif dalam Dunia Pendidikan di Era Generasi Milenial. *TEACHING : Jurnal Inovasi Keguruan Dan Ilmu Pendidikan*, *4*(2), 98–110. https://doi.org/10.51878/teaching.v4i2.3047

Satrial, A., Mohd, A. M. B., & Salaeh, I. M. Y. (2024). Advancing Educational Practices: The Implementation of the Contextual Teaching and Learning Model in Islamic Education. *International Journal of Islamic Studies Higher Education*, *3*(1), 50–64. https://doi.org/10.24036/insight.v3i1.200

Sitorus, D. S., & Santoso, T. N. B. (2022). Pemanfaatan Quizizz Sebagai Media Pembelajaran Berbasis Game Pada Masa Pandemi Covid-19. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, *12*(2), 81–88. https://doi.org/10.24246/j.js.2022.v12.i2.p81-88

Susantini, N. L. P., & Kristiantari, M. G. R. (2021). Media Flashcard Berbasis Multimedia Interaktif untuk Pengenalan Kosakata Bahasa Inggris pada Anak Usia Dini. *Jurnal Pendidikan Anak Usia Dini Undiksha*, *9*(3), 439. https://doi.org/10.23887/paud.v9i3.37606

Tika, C. D. S. (2023). Analisis Keterampilan Membaca Pemahaman dengan Media Pembelajaran Kahoot Pada Pembelajaran Bahasa Indonesia Untuk Siswa Kelas 4 di SD Negeri 1 Moyoketen Tulungagung. *Jotika Journal in Education*, *3*(1), 1–15. https://doi.org/10.56445/jje.v3i1.98

Utomo, P., Asvio, N., & Prayogi, F. (2024). Metode Penelitian Tindakan Kelas (PTK): Panduan Praktis untuk Guru dan Mahasiswa di Institusi Pendidikan.

Pubmedia Jurnal Penelitian Tindakan Kelas Indonesia, *1*(4), 19. https://doi.org/10.47134/ptk.v1i4.821

Virdi, S., Khotimah, H., & Dewi, K. (2023). Sosiologi Pendidikan Dalam Pembentukan Karakter Peserta Didik di Sekolah. *Protasis: Jurnal Bahasa, Sastra, Budaya, Dan Pengajarannya*, *2*(1), 162–177. https://doi.org/10.55606/protasis.v2i1.86

Wahyuni, F., & Herlinda, H. (2021). Paradigma Pembelajaran Efektif Bahasa dan Sastra Indonesia. *Gurindam: Jurnal Bahasa Dan Sastra*, *1*(2), 40. https://doi.org/10.24014/gjbs.v1i2.12786

Wijayanto, E., & Suyoto. (2021). Learning science 4th Grade Solution with Media Kahoot at Elementary School. *Journal of Physics: Conference Series*, *1933*(1), 012083. https://doi.org/10.1088/1742-6596/1933/1/012083

Yustina, A. F., & Yahfizham, Y. (2023). Game Based Learning Matematika dengan Metode Squid game dan Among us. *Jurnal Cendekia : Jurnal Pendidikan Matematika*, *7*(1), 615–630. https://doi.org/10.31004/cendekia.v7i1.1946