

## Teachers' Experiences Using Kahoot for Assessment in Islamic Education: A Qualitative Case Study

**Marlina Wahyu Agustin**

Universitas Islam Negeri Palangkaraya

[marlina2211110021@uin-palangkaraya.ac.id](mailto:marlina2211110021@uin-palangkaraya.ac.id)

**Gito Supriadi**

Universitas Islam Negeri Palangkaraya

[gitosupriadi@uin-palangkaraya.ac.id](mailto:gitosupriadi@uin-palangkaraya.ac.id)

**Abdullah**

Universitas Islam Negeri Palangkaraya

[abdullah@uin-palangkaraya.ac.id](mailto:abdullah@uin-palangkaraya.ac.id)

**Abstract:** This study examines the experiences of Islamic education teachers in using Kahoot as an assessment tool at an Islamic junior high school. Although Kahoot has been widely used as a digital assessment tool, research on teachers' real-world experiences in Islamic education, particularly at the junior high school level, remains limited. This study employs a qualitative case study design, collecting observational data, interviews, and documentation from 1 Islamic education teacher and 17 students. The findings indicate that Kahoot facilitates the assessment process for teachers and enables the provision of immediate feedback. However, several challenges were also identified, including limited internet connectivity and limited device availability. Students' responses to the use of Kahoot were generally positive, as learning became more enjoyable and the score display encouraged greater enthusiasm. This study offers practical implications for teachers in selecting interactive assessment tools and opens opportunities for further research with a broader scope.

**Keywords:** Experiences, Evaluation, Islamic Junior High School, Kahoot.

**Abstrak:** Penelitian ini mengkaji pengalaman guru pendidikan Islam dalam menggunakan Kahoot sebagai alat penilaian di sebuah sekolah menengah pertama Islam. Meskipun Kahoot telah banyak digunakan sebagai alat penilaian digital, penelitian yang mengkaji pengalaman nyata guru dalam konteks pendidikan Islam, khususnya di tingkat Sekolah Menengah Pertama, masih terbatas. Penelitian ini menggunakan desain studi kasus kualitatif dengan pengumpulan data melalui observasi, wawancara, dan dokumentasi yang melibatkan 1 guru pendidikan Islam dan 17 siswa. Temuan menunjukkan bahwa Kahoot memfasilitasi proses penilaian bagi guru dan memungkinkan pemberian umpan balik secara langsung. Namun, beberapa tantangan juga teridentifikasi, seperti keterbatasan konektivitas internet dan ketersediaan perangkat. Tanggapan siswa terhadap penggunaan Kahoot cenderung positif karena pembelajaran menjadi lebih menyenangkan dan tampilan skor mendorong siswa untuk lebih antusias. Penelitian ini menawarkan implikasi praktis bagi guru dalam memilih alat penilaian interaktif serta membuka peluang untuk penelitian lebih lanjut dengan cakupan yang lebih luas.

**Keywords:** Pengalaman, Evaluasi, Sekolah Menengah Pertama Islam, Kahoot.

## INTRODUCTION

In today's world, technology is no longer merely a tool; rather, it has become a fundamental part of how people communicate, work, socialise, and access and manage knowledge, including in education.<sup>1</sup> In Sweden, information and communication technology is considered a learning outcome; in Norway, where internet usage is very high, a two-year national program has been launched in collaboration with the Ministry of Local Government and Modernisation and the information and communication technology industry to reduce the number of citizens who are not digitally literate.<sup>2</sup> This rapid technological advancement opens up a wide range of new opportunities but also presents challenges in the learning process, requiring continuous adaptation and innovation.

The integration of technology into Islamic religious education in the digital age has become essential for improving its quality and relevance.<sup>3</sup> Rapid technological advancements are creating greater challenges in education, particularly in Islamic religious education, so teachers need to continually adapt, improve their skills, and update their teaching methods and assessment strategies to gauge student learning outcomes.

Digital advancements present a range of new challenges and opportunities for the world of education, including in learning assessment.<sup>4</sup> There has been a shift in the evaluation paradigm from conventional paper-based methods to a digital approach.<sup>5</sup> As a result, innovations in digital assessment play a crucial role in expanding access to learning resources and providing educational apps that promote independent learning and increase student engagement through more engaging approaches, such as gamification.

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<sup>1</sup> Ade Sofyan et al., "Kualitas Pendidikan," *Jurnal Satya Informatika* 7, no. 2 (2022): 16–25.

<sup>2</sup> Dewi Ambarwati et al., "Studi Literatur: Peran Inovasi Pendidikan Pada Pembelajaran Berbasis Teknologi Digital," *Jurnal Inovasi Teknologi Pendidikan* 8, no. 2 (2022): 173–84, <https://doi.org/10.21831/jitp.v8i2.43560>.

<sup>3</sup> Aulia Khairani et al., "Integrasi Teknologi Dalam Pembelajaran Pendidikan Agama Islam (PAI) Di Era Digital" 02 (2025): 444–51.

<sup>4</sup> Yosep Sudarso et al., "Peran Evaluasi Dalam Meningkatkan Standar Pendidikan Di Era Digital" 2 (2025).

<sup>5</sup> Anis Saidah et al., "Transformasi Evaluasi Pendidikan Di Era Digital: Integrasi Asesmen Autentik Dan Learning Analytics The Transformation of Educational Evaluation in the Digital Era : Integration of Authentic Assessment and Learning Analytics," no. 76 (2025).

Gamification in education is the use of game elements in learning situations.<sup>6</sup> According to a 2023 study by Zulfa, Annisa, and Carina, Kahoot, a gamification app, can be used to actively engage students in learning, boost motivation and learning outcomes, and improve student retention.<sup>7</sup> Meanwhile, Ridwan (2022) argues that integrating information and communication technology into the Islamic studies curriculum can enhance flexibility while making the learning process more engaging.<sup>8</sup> Based on the findings of Diah, Ajat, and Yayat, the implementation of distance learning indicates that the Kahoot app is effective in Islamic Religious Education.<sup>9</sup> Based on the results of an initial interview conducted on November 22, 2024, with one of the teachers at SMP IT Al-Ghazali, some students showed a lack of interest and motivation when working on assessment questions. To address this issue, Islamic Religious Education teachers have begun using Kahoot as a more interactive alternative for summative assessment. Although this phenomenon indicates efforts toward innovation in learning assessment, most studies have focused on student engagement rather than its role as an assessment tool.

Furthermore, limited research has examined its implementation in Islamic educational settings, particularly from teachers' perspectives, using a qualitative approach. This indicates a gap in understanding regarding how teachers experience and interpret the use of Kahoot as a tool for assessing student learning. In fact, the teacher's perspective is crucial for understanding the application of technology in learning assessment. Therefore, there is a need for research that examines, in greater depth, the use of Kahoot as an assessment tool in the context of Islamic education, particularly from teachers' perspectives, using a qualitative approach, and identifies the supporting factors, barriers, and student responses in this process.

## LITERATURE REVIEW

### The Role of Teachers in Islamic Education in the Digital Age

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<sup>6</sup> Zulfa Husnawati and Annisa' Carina, "Gamification (Kahoot) and Its Usage in Teaching and Learning Process for Primary Education of SD/MI," *SHEs: Conference Series* 6 6, no. 3 (2023): 214–19.

<sup>7</sup> Husnawati and Carina.

<sup>8</sup> Putri Alfiah, Aulia Rahma, and Vika Nurul Mufidah, "Implementasi Teknologi Digital Dalam Pengelolaan Kelas Pada Pembelajaran Pendidikan Agama Islam," *IHSAN: Jurnal Pendidikan Islam* 3, no. 4 (2025): 110–20.

<sup>9</sup> Diah Dewi Permata, Ajat Rukajat, and Yayat Herdiana, "Pemanfaatan Aplikasi Kahoot Sebagai Media Pembelajaran PAI Siswa Kelas VIII Pada Masa Pandemi Di SMP Negeri 3 Karang Bahagia Bekasi," *Jurnal Penelitian Dan Pemikiran Keislaman* 11, no. 1 (2024): 1–10.

The digital age, characterised by rapid advancements in information and communication technology, presents new opportunities to improve the quality of Islamic religious education through digital media, online learning platforms, and more interactive learning resources.<sup>10</sup> The ability of Islamic educators to utilise digital technology remains a significant challenge.<sup>11</sup> Meanwhile, one of the most important elements in education is the role of teachers, who play a significant part in shaping students' mindsets so they can keep pace with rapid technological advancements.<sup>12</sup> Teachers do not merely serve as conveyors of content but also as facilitators who can use various digital media, such as educational apps, interactive presentations, and animations, to support the learning process. In this context, teachers are expected to possess digital competencies to manage instruction effectively and in accordance with students' needs.

Teachers' digital literacy refers to their ability to utilise information and communication technology and understand its impact on teaching methods. Digital literacy is also essential for religious education teachers in supporting the implementation of teaching strategies, thereby making the delivery of course material more effective.<sup>13</sup> Given this, digital literacy skills and proficiency are integral to a teacher's ability to design and implement effective instruction in today's digital age. With these competencies, teachers can optimise technology use to enhance the quality of the learning process and outcomes, particularly in Islamic religious education courses. This includes using interactive media during both the learning process and assessment.

### **Technology-Based Assessment Using Kahoot**

Assessment has been a key component in achieving learning objectives since the early days of modern education. Learning and assessment are closely intertwined, and the quality of assessment reflects the quality of the learning

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<sup>10</sup> Azriana Boangmanalu, "Tantangan Dan Peluang Pendidikan Guru PAI Di Era Digital . Studi Kasus SMP Negeri 2 Kerajaan," *Jurnal Kualitas Pendidikan* 3, no. 1 (2025): 1–6.

<sup>11</sup> Amalia Ramadhani and Syamsul Aripin, "Tantangan Dan Solusi Pendidikan Islam Di Era Revolusi Digital Dan Kecerdasan Buatan Artificial Intelligence ( AI)," *Socius: Jurnal Penelitian Ilmu-Ilmu Sosial* 3, no. November (2025): 105–10.

<sup>12</sup> Hasby Ash-shiddiqi, Riza Wahyuni Sinaga, and Nadya Cindy Audina, "Kajian Teoritis: Analisis Data Kualitatif Hasby," *Jurnal Edukatif* 3, no. 2 (2025): 333–43.

<sup>13</sup> Muhammad Sobri, "Pelatihan Guru Agama Berbasis Literasi Digital Kependidikan Di Madrasah Sarang Burung Muaro Jambi," *PENDALAS: Jurnal Penelitian Tindakan Kelas Dan Pengabdian Masyarakat* 2, no. 3 (2022): 204–14.

process.<sup>14</sup> Through high-quality assessment, teachers can determine the extent to which learning objectives have been met and improve the learning process.

According to Anderson and McCormick, technology-based evaluation allows the assessment process to be carried out more easily, efficiently, and precisely because all assessment activities are managed through an integrated digital system.<sup>15</sup> Gamification has proven to have great potential for improving learning outcomes, particularly at the elementary and secondary school levels, by utilising game elements such as points, badges, and competitions to encourage active student engagement.<sup>16</sup> Based on this, the use of technology in assessment, combined with gamification, can create a more engaging and effective learning experience. Digital systems streamline the assessment process, while game-based elements boost student motivation and engagement.

Kahoot is a gamification tool because it turns learning into an interactive quiz that incorporates game elements such as scores, rankings, competition, and real-time feedback.<sup>17</sup> Interactive quizzes are a fun form of assessment designed to measure students' understanding of the material presented.<sup>18</sup> The presence of interactive quizzes with direct feedback allows students to monitor their level of understanding in real time, making evaluation more effective.<sup>19</sup> Therefore, using Kahoot can create a more dynamic and engaging learning environment. Students are also encouraged to focus more and think quickly when answering questions. In addition, teachers can more easily observe students' progress in real time as the activity unfolds.

<sup>14</sup> Bakti Fatwa Anbiya David Maulana Ghufron, Mahreshaibati Bilqis Ikramina, "Transformasi Pembelajaran Pendidikan Agama Islam Di Era Digital: Modalitas Belajar Dan Tantangan Pendidikan," *Jurnal Al Burban* 3, no. 2 (2023).

<sup>15</sup> HALIMAH SYUTRI and JULHADI2, "Evaluasi Berbasis Teknologi E-Assesmen,CBT,Aplikasi Digital," *Ensiklopedia of Journal* 8, no. 2 (2026): 66–76.

<sup>16</sup> Yuyun A Tobondo and Sepryanus Rano Putra, "Gamifikasi Dalam Dunia Pendidikan: Kajian Literatur Terhadap Efektivitas Dan Tantangannya Di Sekolah Dasar Dan Menengah," *Jurnal Pandelo'e* 1, no. 1 (2021): 37–45.

<sup>17</sup> Maulana Arafat Lubis, Nisha Marina, and Nashran Azizan, "Gamifikasi Pembelajaran Dengan Menggunakan Kahoot Pada Mata Kuliah PPKn MI/SD," *Dirasatul Ibtidaiyah* 1, no. 2 (2021): 154–71.

<sup>18</sup> Resti Nur Lailia Qodriani, Asrori, and Rusman, "Implementasi Metode Pembelajaran Kuis Interaktif Berbasis Mentimeter Pada Mata Pelajaran Pendidikan Agama Islam," *Jurnal Pendidikan Agama Islam Al-Thariqah* 7, no. 2 (2022): 326–39, [https://doi.org/10.25299/al-thariqah.2022.vol7\(2\).9689](https://doi.org/10.25299/al-thariqah.2022.vol7(2).9689).

<sup>19</sup> Donny Cahyo Nugroho and Ika Ratnaningrum, "Efektivitas Media Interaktif Aplikasi Kahoot Dalam Pembelajaran Matematika Untuk Meningkatkan Hasil Belajar Siswa Kelas 5," *PAEDAGOGIE* 21, no. 1 (2026): 815–26, <https://doi.org/10.31603/paedagogie.v21i1.16237>.

## RESEARCH METHOD

This study employs a qualitative case study approach to explore a phenomenon in depth within a specific context and timeframe through comprehensive data collection.<sup>20</sup> A qualitative case study method was used because this research aims to gain an in-depth understanding of teachers' experiences using Kahoot in real-world contexts. This approach allows the researcher to gather detailed information on practices, the factors that support and hinder their use, and student responses. Consequently, the research findings are more contextual and aligned with on-the-ground conditions. This study was conducted at SMP Al-Ghazali Palangka Raya, located at Jl. Rajawali VII No. 006, Bukit Tunggul, Jekan Raya District, Palangka Raya City, Central Kalimantan 74874.

The researcher collected data through interviews.<sup>21</sup> Next, classroom observations of Kahoot were conducted to gain a deeper understanding of its use. Data collection through documentation was then carried out to supplement and reinforce the research data using relevant documents.<sup>22</sup> Based on the results of an interview with Mr A, the primary informant, on March 13, 2025, the subjects of this study were one Islamic Education teacher and 17 students from Class VII B.

The researcher then conducted data analysis using the Miles and Huberman method, which involves the following stages: data collection, data reduction, data presentation, and conclusion.<sup>23</sup> The details are as follows:

a. Data Collection

Data for this study were collected through interviews, observations, and documentation.

b. Data Reduction

This is a process of simplifying data to make it easier to understand and to obtain a clear picture of Islamic education teachers' experiences using Kahoot as an assessment tool at SMP IT Al Ghazali.

c. Data Presentation

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<sup>20</sup> Elva, Hengki Yulhafiz, and Sri Murhayati, "Penelitian Studi Kasus Kualitatif," *Jurnal Pendidikan Tambusai* 9, no. 2 (2025): 13087–98.

<sup>21</sup> Yasri Rifa'i, "Analisis Metodologi Penelitian Kualitatif Dalam Pengumpulan Data Di Penelitian Ilmiah Pada Penyusunan Mini Riset," *Cendekia Inovatif Dan Berbudaya* 1, no. 1 (2023): 31–37, <https://doi.org/10.59996/cendib.v1i1.155>.

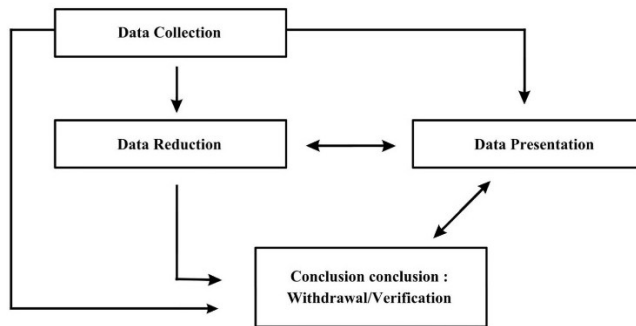
<sup>22</sup> Tedi Priatna et al., "Teknik Pengumpulan Data Dalam Pendekatan Kualitatif," *Merdeka Indonesia Journal International (MIJI)* 5, no. 2 (2025): 707–13.

<sup>23</sup> Ash-shiddiqi, Sinaga, and Audina, "Kajian Teoritis: Analisis Data Kualitatif Hasby."

Once the data has been reduced and analysed, the next step is to present it as narrative text, tables, or quotations.

d. Drawing Conclusions

The next step is to draw conclusions and identify patterns, themes, and meanings from the analysed data to answer the research questions.



**Figure 1.**  
Components of data analysis  
According to Miles and Huberman

## RESULT AND DISCUSSIONS

### Result

#### ***Penerapan Guru Dalam Menggunakan Kahoot Sebagai Alat Evaluasi Di SMP IT Al-gahazali Palangkaraya***

Kahoot is a web-based app that uses a game-based learning approach. The app was first developed in March 2013 by Johan Brand, Jamie Brooker, and Morten Versvik in collaboration with the Norwegian University of Science and Technology.<sup>24</sup> Kahoot can be used as a learning tool with devices such as laptops and projectors. Kahoot requires an internet connection because it can only be accessed and used online at <https://kahoot.com>.<sup>25</sup> Kahoot can create an engaging and fun quiz experience that supports the learning process in the classroom. Using this app makes the learning process more engaging and helps prevent students from getting bored.

<sup>24</sup> Perwira Chandra, "Dampak Penggunaan Kahoot Sebagai Evaluasi Pembelajaran Sejarah Terdapat Sikap Kompetitif Siswa," *JEJAK | Jurnal Pendidikan Sejarah & Sejarah FKIP Universitas Jambi* 4, no. 2 (2024): 65–73, <https://doi.org/10.22437/jejak.v4i2.40187>.

<sup>25</sup> Artha Uli Sagala et al., "PENGGUNAAN APLIKASI KAHOOT SEBAGAI MEDIA BELAJAR SAMBIL," *Prosiding Seminar Nasional PBSI-IV*, 2021.

Kahoot quizzes are presented not only in text format but also include videos and images that support the implementation of the 2013 Curriculum. This is expected to foster a learning process that develops higher-order thinking skills (HOTS). One of the most interesting features of Kahoot is that after each question, the teacher's screen immediately displays the correct and incorrect answers, along with each participant's score, so students can see their results right away and are motivated to compete. In addition, a point-based scoring system can be set up in which the score is determined by response accuracy and speed. The faster and more accurate the answers, the more points are earned.<sup>26</sup> Although Kahoot offers a variety of features that support interactive learning and effective assessment, its use still requires careful planning to ensure that learning objectives are achieved optimally. Therefore, teachers need to consider the appropriateness of the content, the design of the questions, and technical readiness before implementing Kahoot in the assessment process.

Based on interviews with Islamic education teachers at SMP IT Al-Ghazali in Palangka Raya, it was found that before using Kahoot as an assessment tool, teachers first carried out thorough planning:

*"I usually adapt the materials; for example, Kahoot is used for assessment, so in Chapter 1 of the module, it specifically states that Kahoot will be used. So the use of Kahoot was planned from the start, and that's also noted in the module."*

This is evident in the adaptation of Kahoot to the learning materials outlined in the instructional modules. This plan serves as a guideline for teachers and relevant parties in determining the steps needed to achieve assessment objectives; subsequently, the assessment program must be designed in alignment with the educational institution's goals to ensure its effective implementation.<sup>27</sup> Effective learning assessment must begin with careful planning. In this way, Kahoot is used in a targeted manner and in alignment with the established learning sequence.

Teachers also pay special attention to designing assessment questions tailored to the material and students' level of understanding. An Islamic education teacher noted this:

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<sup>26</sup> N Fajri, A Akbar, and S Zakir, "Penerapan Aplikasi Kahoot Dalam Evaluasi Pembelajaran PAI Pada Materi Masuknya Islam Ke Nusantara Di Kelas IX Di SMP N 1 Banuhampu Kabupaten Agam," *Jurnal Kajian Dan Pengembangan Umat* 4, no. 2 (2021): 78–89, <http://www.jurnal.umsb.ac.id/index.php/ummatanwasathan/article/view/3040>.

<sup>27</sup> M. Arif Pratama Manurung et al., "Perencanaan Evaluasi Pembelajaran Terhadap Pengembangan Sekolah," *Ta'rim: Jurnal Pendidikan Dan Anak Usia Dini* 4, no. 2 (2023).

*“Look for questions that match the material; if there aren't any suitable ones, you'll have to create your own. If there are any shortcomings, revise them until they meet your standards.”*

This statement indicates that teachers not only use existing questions but also adjust them and even create their own. This is done so that the questions in Kahoot can accurately assess students' understanding in line with the learning objectives. In addition to planning the material and creating questions, teachers also prepare the technical aspects, such as supporting devices, internet connectivity, and the timing of the assessment, to ensure it runs smoothly. Teachers also inform students in advance and establish rules during the assessment, such as not opening books or accessing the internet, to ensure students remain focused and work independently.

During the evaluation phase using Kahoot, each question is given a different time limit. The time limits are adjusted based on the difficulty of the questions, as not all require a long time to answer.<sup>28</sup> As the teacher explained, some questions can be answered in a short amount of time, for example, about 10 seconds, so the time limits were set flexibly to ensure the assessment was effective and aligned with the nature of the questions. During the researcher's observation while Kahoot was being used in the classroom, the students appeared enthusiastic, and the learning experience felt enjoyable. Additionally, the teacher found the process particularly convenient, especially regarding assessment, as scores could be tallied automatically. The teacher also stated:

*“Using Kahoot makes it easier for us to tally scores; we no longer need to check them manually because the points are already recorded.”*

However, in practice, there are still factors, both supportive and inhibiting, that influence the use of Kahoot in the classroom.

### ***Advantages and Disadvantages of Kahoot***

Based on interviews with Islamic religious education teachers and school officials, as well as observations made by the researcher, the use of Kahoot as a learning assessment tool is supported by several factors in the learning process, as follows:

- a. Helps teachers conduct assessments more easily, as the grading process is automated and does not require manual review.

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<sup>28</sup> Yasyfin Halim Ali, “Analisis Penggunaan Kahoot Dalam Meningkatkan Partisipasi Siswa Pada Pembelajaran Bahasa Arab Di MTs Al Washliyah 01 Medan,” *IHSANIKA: Jurnal Pendidikan Agama Islam* 3, no. September (2025): 302–22.

- b. Helps boost student motivation and engagement thanks to Kahoot’s engaging and interactive interface.
- c. Helps save time during assessments and allows teachers to obtain student learning outcomes more quickly.
- d. Supports the use of facilities and technology available at the school, such as projectors and digital devices.

Given these supporting factors, the use of Kahoot as an assessment tool is considered capable of making the Islamic religious education learning process more interactive. In addition, Kahoot helps teachers monitor student learning outcomes in real time and facilitates follow-up learning activities. The school principal’s statement reinforces this:

*“Using Kahoot is definitely helpful and fun, especially during the afternoon, as it makes the learning environment livelier and keeps students from getting sleepy.”*

The system relies on a stable internet connection, which could hinder the evaluation process during a network outage.

- a. The time limit for each question can be a challenge for students who need more time to think.
- b. Students need closer supervision when using digital devices because, as the teacher pointed out, supervision is essential to keeping students focused during the assessment process.

***Student Responses to the Use of Kahoot***

Data were collected through observation, interviews, and documentation to directly capture the perceptions of 17 students in Class 7B regarding their learning experiences.

**Table 1.** Student data for Class 7B

No	Name	Gender	Class
1.	Adelia Bestari Arumi	Female	VII B
2.	Afifa Rahma	Female	VII B
3.	Agha Faeyza Hernanda	Male	VII B
4.	Argia Rafandra A	Male	VII B
5.	Bercilia Fitrah	Female	VII B
6.	Cello Kautsar Wiratama	Male	VII B

7.	Dayana Batrisya D	Female	VII B
8.	Gufron Nur Wiratama	Male	VII B
9.	Kenzi Asfagina K.M	Male	VII B
10.	M. Faesya Al-faisal	Male	VII B
11.	M Rasya Maulana	Male	VII B
12.	Naila Kalisa Putri	Female	VII B
13.	Noviandri Nugroho	Female	VII B
14.	Rere Silvana	Female	VII B
15.	Reza Sutan Rambe	Male	VII B
16.	Shafira Bilqis W.S	Female	VII B
17.	Wafiyya Adria M.	Female	VII B

Some students felt that using Kahoot as an assessment tool was more interactive and engaging because it encouraged active participation and fostered a more enjoyable learning environment. This was reinforced by the explanation provided by K, a student in Class 7B, who stated that:

*“Because Kahoot is fun and makes assessments less nerve-racking,” and the reason given by AR, “The classroom atmosphere during assessments doesn’t get boring.”*

The statements from these two students indicate that Kahoot can create a more engaging and comfortable assessment environment, encouraging students to participate with greater enthusiasm. Students identified as W and N also noted that using Kahoot *“helps them review the material”*. This demonstrates that Kahoot can help students review material they have previously learned. Thus, Kahoot serves not only as an assessment tool but also as a medium that aids students’ retention of Islamic religious education material.

When using Kahoot, students' scores can be displayed in real time during the assessment. W, a student, said, *“If the score is above 5, it really, really motivates me.”* Student D also stated, *“Yes, especially if I get the highest score.”* This indicates that displaying scores encourages students to be more motivated to compete positively and participate in assessments, thereby making the evaluation process more engaging and challenging for students.



**Figure 2.** Student Score Display

Some students also noted that Kahoot is easy to access and features an interactive game-like interface, making it simple for students to use and creating a more engaging atmosphere during classroom assessments. As Adan K stated, “Kahoot is easy to access on any device,” and “Even if you don’t have the app, you can still use the web version.” This demonstrates that the ease of access and Kahoot’s interactive game-like interface make it easier for students to use.

## Discussion

### *Teachers’ Use of Kahoot as an Assessment Tool at SMP IT Al-Gahazali in Palangkaraya*

Islamic Religious Education is a learning process aimed at guiding and nurturing students so they can understand, internalise, and practice the teachings of Islam, thereby using them as a guide for life in both their personal and social lives.<sup>29</sup> The teaching methods used by teachers have a significant impact on students’ interest in learning. However, many Islamic education teachers still rely on lecture-style methods, which are often monotonous and cause students to lose interest in the lessons.<sup>30</sup> Therefore, innovation in learning assessment is needed to make the evaluation process more engaging and to enhance student engagement and motivation. This is consistent with the research by Nurul & Qorina (2024), which found that some technologies teachers can use for cognitive assessment in Islamic religious education include Google Forms, Kahoot, and Quizizz.<sup>31</sup> Kahoot has been used as an assessment tool in Islamic Religious Education at SMP IT Al-Ghazali in Palangka Raya.

<sup>29</sup> Elsa Fara Meida, “Pendidikan Agama Islam Dalam Kerangka Kemajuan Teknologi Digital,” *Jurnal Penelitian Dan Pengembangan Pembelajaran* 7, no. 1 (2022): 95–103.

<sup>30</sup> Ashila Arasy, Diena Qaulan Tsaqila, and Gusmaneli, “Mengapa Minat Belajar Siswa Dalam PAI Rendah? Analisis Dan Strategi Peningkatan,” *IHSANIKA: Jurnal Pendidikan Agama Islam* 3 (2025): 82–90.

<sup>31</sup> Meida, “Pendidikan Agama Islam Dalam Kerangka Kemajuan Teknologi Digital.”

The implementation showed that teachers had conducted thorough planning before using Kahoot as an assessment tool. This planning includes adapting the material to the teaching modules, developing questions, and determining the timing of implementation. This demonstrates the teachers' pedagogical readiness to integrate technology into learning. Supporting this view are the findings of Rokhmawati, Diyah, and Kurania that instructional planning is key to achieving learning objectives and improving the quality of education, particularly regarding teachers' pedagogical competence.<sup>32</sup> The successful use of Kahoot as an assessment tool depends heavily on teachers' careful planning. This planning reflects pedagogical readiness to integrate technology to make learning more effective and meaningful.

The use of Kahoot in the classroom has shown that students appear enthusiastic and enjoy the assessment process, making the classroom atmosphere livelier and more engaging. From the teachers' perspective, using Kahoot simplifies the assessment process. This aligns with the findings of Artik, Ira, and Irdamisraini, who noted that Kahoot can provide benefits and offer new learning experiences for both teachers and students.<sup>33</sup> The use of Kahoot not only increases student engagement but also helps teachers create a more practical assessment process.

### ***Factors Supporting and Hindering the Use of Kahoot as a Tool for Student Assessment and Feedback***

Supporting factors such as the ease of automatic grading, increased student motivation and engagement, time efficiency, and the utilisation of school technology resources indicate that Kahoot is an innovative learning tool that can support the assessment process in Islamic religious education courses. Kahoot certainly has several advantages, such as an attractive interface, comprehensive features, and a technology-based platform that allows access via smartphones or laptops. This application makes it easier for teachers to present a variety of question types, while also allowing students to answer easily and see their results immediately. Additionally, teachers can quickly monitor students' answers, and its interactive nature helps boost student motivation and learning

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<sup>32</sup> Diyah Mahmawati and Kurnia Devi Yuswandari, "Perencanaan Pembelajaran (Meningkatkan Mutu Pendidikan)," *Joedu: Journal of Basic Education* 02, no. 01 (2023).

<sup>33</sup> Ali, Islam, and Sumatera, "Analisis Penggunaan Kahoot Dalam Meningkatkan Partisipasi Siswa Pada Pembelajaran Bahasa Arab Di MTs Al Washliyah 01 Medan."

outcomes.<sup>34</sup> Despite its various advantages, the use of Kahoot is not without obstacles to its implementation.

The use of Kahoot also faces challenges, including reliance on an internet connection, limitations on students' devices, time constraints on questions, and the need for closer supervision. This aligns with the weaknesses of Kahoot highlighted by Santotso as follows:

- a. Some teachers' limited technical skills,
- b. Inadequate school facilities,
- c. Kahoot also requires a projector, which not all schools have,
- d. It is only accessible online, and
- e. It has a character limit when creating questions.<sup>35</sup>

This situation is not only felt by teachers but also affects students' learning experiences during the assessment process. Therefore, it is important to examine how students respond to the use of Kahoot as an assessment tool in Islamic Religious Education.

In the context of Islamic Religious Education at SMP IT Al-Ghazali in Palangka Raya, the use of Kahoot as an assessment tool is intended not only to measure students' understanding but also to bring a fresh dynamic to the learning process. The research results show that students appear active and enthusiastic when Kahoot is used in class and that there is motivation to achieve the best score through the available point system. This supports the findings of Laurasya, Rasya, Amand, Arlita, Wafa, and Hafiziani, where an approach incorporating various game elements such as points, challenges, and rewards can create fun.<sup>36</sup> This finding suggests that integrating gamification elements into Islamic Religious Education can create a more engaging and participatory learning environment. Through features such as points, challenges, and immediate feedback, students are not only encouraged to engage in healthy competition but also find it easier to understand the material being taught.

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<sup>34</sup> Fitri Lestari, "Pengaruh Penggunaan Medis Kahoot Terhadap Motivasi Belajar Peserta Didik Pada Mata Pelajaran Pendidikan Agama Islam Di SMP Muhammadiyah 12 Binjai," *Jurnal Bilqolam Pendidikan Islam* 3, no. 1 (2022).

<sup>35</sup> Jarot Tri Bowo Santoso and Anik Widiyanti, "Kahoot! Sebagai Inovasi Evaluasi Hasil Belajar Siswa Yang Efektif Dan Menyenangkan," *JINoP (Jurnal Inovasi Pembelajaran)* 8, no. November (2022): 171–85.

<sup>36</sup> Laurasya Azrani et al., "Pemanfaatan Game Interaktif Gimkit Media Evaluasi Untuk Meningkatkan Keterlibatan Dan Motivasi Belajar Siswa Pada Pembelajaran Matematika Di Sekolah Dasar" 8, no. 12 (2025): 8290–8305, <https://doi.org/10.56338/jks.v8i12.9641>.

## CONCLUSION

Based on the findings above, it can be concluded that Kahoot simplifies the assessment process while still requiring pedagogical readiness on the part of teachers and offers several benefits, such as supporting assessment in Islamic Religious Education by streamlining evaluation, increasing student motivation, and saving time. However, its use is still hindered by challenges such as reliance on the internet, limited access to devices, and the need for supervision during implementation. Kahoot also provides a more enjoyable learning experience for students. It would be better to use digital assessment in Islamic Religious Education classes to prevent students from getting bored and to prepare alternative assessment methods to anticipate technical difficulties. Additionally, supervision during implementation remains crucial to ensure that Kahoot does not merely become a game but continues to function as an assessment tool.

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