

Kahoot Application as an Interactive Medium in the Learning of “Qur’anic Teaching Methods and Tafsir”

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ABSTRACT

Purpose – This study aims to explore the implementation of the Kahoot application as an interactive learning medium in the course “Methods of Qur’anic Teaching and Tafsir” among students of the Qur’anic Studies and Tafsir (IAT) program at UIN Sunan Kalijaga Yogyakarta.

Design/methods/approach – This study employs a descriptive qualitative approach to gain an in-depth understanding of students’ experiences and perceptions in using Kahoot. Data were collected through in-depth interviews with several students who participated in learning activities using the Kahoot application and direct observations during the learning process. Data analysis was conducted using thematic analysis techniques to identify students’ responses and perceptions regarding the effectiveness of Kahoot.

Findings – The research findings reveal that the use of Kahoot significantly enhances student participation and creates a more interactive classroom environment. Students become more actively involved in classroom learning, not merely as passive listeners to the lecturer’s explanations but as active participants in answering questions, engaging in discussions, and competing with their peers. The competitive and interactive game format helps students remain focused and more motivated to participate in the learning process. Additionally, it fosters students’ creativity by allowing them to independently explore various aspects of the application, including question design, answers, and available methods.

Research implications/limitations – This study provides practical value in enhancing technology-based teaching methods, particularly in the *Methods of Qur’anic Teaching and Tafsir* course. It contributes to expanding the range of interactive learning approaches that align with technological advancements and the needs of students in the digital era. However, the study also highlights several limitations, such as reliance on a stable internet connection and varying levels of student adaptation in utilizing the application. These limitations impact the consistency of Kahoot’s implementation and its effectiveness across different sessions.

Originality/value – The implementation of the Kahoot application as an interactive media in the *Al-Qur’an and Tafsir* learning process among IAT students at UIN Sunan Kalijaga Yogyakarta has made a significant contribution. In simple terms, this study demonstrates that the use of Kahoot makes learning more engaging and interactive. The application also assists lecturers in evaluating students’ understanding of the material in a more enjoyable and effective way.

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Introduction

Technological advancements in the era of globalization have transformed various aspects of life, including education (Ifenthaler et al., 2021). Human reliance on technology has rendered it an essential necessity for people of all demographics. From children to adults, experts to laypersons, technology is utilized across diverse aspects of daily life. The demand for rapid access to information drives continuous innovation, fostering creativity to simplify day-to-day tasks. Convenience has become an inseparable feature of modern society, which constantly seeks to keep pace with time (Suwahyu, 2023). The Kahoot application, with its game-based learning concept, makes the learning process more engaging and enjoyable. Features such as background music, timers, and leaderboards enhance the excitement and foster healthy competition among users. This distinguishes Kahoot from other platforms, which may adopt more rigid and formal interfaces. For instance, Quizizz offers an interactive quiz format, and Google Forms primarily focuses on data collection and surveys, though it can also be used for simple quizzes. However, these platforms lack the extensive interactivity and gamification features of Kahoot. Many users find Kahoot more intuitive, user-friendly, and visually appealing, contributing to its popularity in educational settings.

The era of globalization demands that the education sector continuously adapt technological advancements to enhance the quality of education, particularly by integrating information and communication technology (ICT) into the educational process (Agustian, 2021). In this context, teachers and lecturers, as educators, are expected to be proficient in operating various types of learning media. Over time, learning media have evolved from conventional methods to digital formats (Kamil & Kulsum Nur Hayati, 2023).

The advancement of technology has had a significant impact on various aspects of learning (Hidayat & Khotimah, 2019), offering positive effects by facilitating the learning process (Agustian, 2021). This aligns with the utilization of the internet as a tool for accelerating the delivery of information, as communication technologies enable internet users to easily access educational websites (Faznur et al., 2020).

However, the application of Kahoot faces limitations when it comes to in-depth discussions on the historical, linguistic, and theological contexts of Qur'anic verses. Kahoot's quiz format, being brief, may not be ideal for addressing these complex nuances. The questions in Kahoot tend to focus on memorization or basic understanding rather than deep analysis. For instance, questions about the literal meaning of Arabic words may be suitable for Kahoot, but questions about differing interpretations among scholars would require a more extensive discussion format.

Furthermore, Kahoot primarily facilitates quick, competitive interactions rather than in-depth discussions, which are crucial in the learning of IAT (Qur'anic Studies and Tafsir). The exchange of ideas and discussions among students is essential for enriching understanding. However, this limitation can be addressed by integrating Kahoot with other methods. The application can be combined with other teaching methods, such as group discussions, presentations, or text analysis. After using Kahoot, instructors can continue with in-depth discussions about the correct or incorrect answers.

The utilization of technology in the learning process has gained increasing attention due to its ability to create a more interactive and effective learning environment (Robbani, 2024). Technology provides platforms for interactive learning through educational applications, simulations, and games, making lessons not only more engaging but also simplifying the understanding of complex concepts through a more interactive approach (Sindi Septia Hasnida et al., 2024). Interactive learning is an approach that combines the use of technology and collaborative methods to enhance student engagement in the teaching and learning process (Damayanti & Nuzuli, 2023). This can involve the use of technology, group discussions, simulations, or hands-on activities to increase engagement and understanding. Such an approach deepens comprehension and allows students to apply concepts in practical contexts (Sindi Septia Hasnida et al., 2024).

One of the emerging and widely used applications in education is Kahoot. As an educational platform, Kahoot can serve as a medium to support the learning process conducted in classrooms by teachers/lecturers and students. Kahoot introduces a new experience in the learning process, which may have previously been perceived as monotonous, relying on outdated methods without incorporating technological advancements. The implementation of Kahoot in the learning process brings a fresh dynamic, as it is a learning tool that integrates quizzes and games (Suwahyu, 2023).

According to a literature review conducted by (Wang & Tahir, 2020), Kahoot has been shown to be effective in enhancing student motivation and engagement in language learning. In line with this, (Hermawati & Solihin, 2023) highlight how Kahoot can create a competitive and interactive learning environment. In the context of Qur'anic and Tafsir studies, interactive and contextual teaching methods are highly emphasized (refer to sources on Qur'anic and Tafsir teaching methodologies).

Therefore, this study explores the potential of Kahoot as a tool for training students in the Qur'anic Studies and Tafsir (IAT) program to design interactive and contextual Qur'anic and Tafsir lessons, focusing on the development of teaching methodology skills. Most of the existing research on Kahoot focuses on enhancing material comprehension, rather than teaching methodology skills. There has yet to be research specifically examining the use of Kahoot as an interactive learning medium in Qur'anic and Tafsir teaching methodology for IAT students.

This educational game is designed with specific learning objectives in mind, aiming not only to impart knowledge but also to foster meaningful learning experiences through interactive gameplay (Claudea Winandyaz Rakasiwi & Muhtadi, 2021). By simulating real-world scenarios within a game environment, educational games like Kahoot offer students a unique opportunity to engage with the subject matter in a dynamic and immersive way. This approach can enhance motivation among learners, as they actively participate in problem-solving and decision-making processes (Devita et al., 2023). The use of educational games has been shown to facilitate the understanding of complex concepts, particularly in subjects that may be challenging for students (Syam et al., 2020). By incorporating game elements such as competition, rewards, and feedback mechanisms, educational games can enhance cognitive knowledge and foster a positive attitude toward learning (De Guzman Quinto, 2022a). Furthermore, these games serve as a medium to capture students' interest and attention, making the learning process more enjoyable and effective (Dini Rahmawati et al., 2022).

Several previous studies related to the use of Kahoot in education include research by Nokham (2017) titled "The Impact of Kahoot, Quizizz, and Google Forms on Students' Perception in Classroom Response Systems." This study found that the use of Kahoot improved students' concentration, cooperation, comfort in learning, and increased learning motivation (Nokham, 2017).

Another study conducted by Irwan et al. (2019), titled "The Effectiveness of Using Kahoot! to Enhance Student Learning Outcomes," revealed that Kahoot helps stimulate students' interest in learning through its innovation and appealing design, making students more enthusiastic and ultimately improving their academic performance (Irwan et al., 2019).

A study by Kinanti (2023) titled "The Effectiveness of Kahoot Game-Based Learning Media on Student Motivation and Learning Outcomes" also highlighted that the use of Kahoot as a game-based learning tool had a significant positive impact on student motivation and learning outcomes for eighth-grade students in Social Studies at MTs Surya Buana Malang (Putri et al., 2023).

A study conducted by Hermawati (2023), titled "Utilization of Kahoot as an Interactive Learning Media for Students," highlighted that digital game-based learning using the Kahoot platform equips educators with skills in learning innovation, resulting in enthusiastic and interactive classroom environments (Kumara, 2018). The use of the Kahoot platform is highly beneficial for the education sector as it not only provides enjoyment but also serves as both a game and a learning tool, making lessons more engaging and enhancing student motivation (Lisnani* & Emmanuel, 2020).

However, despite the advantages of Kahoot in boosting student participation and engagement, there are challenges that need to be considered. Research by Imro Atus Sholihah et al. (2021) revealed that the use of Kahoot in learning also has certain drawbacks. One such issue is the need for a reliable internet connection when accessing the application. As an online-based platform, Kahoot is highly dependent on internet connectivity. If the internet connection is unstable or disconnected, it can disrupt the use of Kahoot and negatively affect the learning experience (Sholihah et al., 2023).

In courses that require deep understanding, such as Methods of Teaching the Qur'an and Tafsir, it is crucial to examine whether this application can truly help students grasp the material better or merely serve as an entertainment tool that disrupts focus. This study aims to thoroughly investigate the application of Kahoot as an interactive learning medium in the Methods of Teaching the Qur'an and Tafsir course among students in the Qur'anic Studies and Tafsir (IAT) program at UIN Sunan Kalijaga Yogyakarta. The research is designed to address several key questions: (1) To what extent is Kahoot effective in enhancing student engagement and comprehension of the Qur'anic teaching material? (2) What are the challenges and obstacles encountered in the implementation of Kahoot as a learning tool? By examining these aspects, this study hopes to provide valuable insights into the benefits and limitations of using Kahoot in higher education.

Methods

This study employs a descriptive qualitative approach aimed at exploring the application of Kahoot as an interactive learning medium in the Methods of Teaching the Qur'an and Tafsir course within the Qur'anic Studies and Tafsir (IAT) program at UIN Sunan Kalijaga Yogyakarta. This approach was chosen to allow the researcher to delve into the experiences, perceptions, and challenges faced by students in using Kahoot as part of the

learning process. The research was conducted over the course of one month at UIN Sunan Kalijaga Yogyakarta.

1. Research Design

This study is designed as a case study, focusing on the implementation of Kahoot in the Methods of Teaching the Qur'an and Tafsir course. This design was chosen to allow the researcher to gain an in-depth understanding of the impact, benefits, and challenges of using Kahoot in the classroom. The design enables detailed and contextual analysis of how Kahoot is used as an interactive learning medium, as well as its effects on student participation and comprehension.

2. Population and Sample

The population of this study consists of students from the Qur'anic Studies and Tafsir (IAT) program at UIN Sunan Kalijaga Yogyakarta who are enrolled in the Methods of Teaching the Qur'an and Tafsir course. The sample was selected using purposive sampling, as described by Agus Ria Kumara, who states that purposive sampling is a technique for selecting research subjects based on specific characteristics determined by the researcher (Kumara, 2018). In this case, the researcher selected a group of students who had actively participated in Kahoot-based learning in this course. This purposive sample was chosen because these students had direct experience with using Kahoot, thus providing relevant information related to the research objectives.

3. Data Collection Techniques and Instrument Development

Data were collected through in-depth interviews and direct observation during the learning process. The primary instrument in this study was a semi-structured interview guide, developed based on aspects of interactive learning and the use of technology in the classroom. Interviews were conducted face-to-face with students to explore their perceptions, experiences, and challenges encountered while using Kahoot. Additionally, observation was employed to record students' interactions with the Kahoot application, their responses to the quizzes presented, and the classroom atmosphere created during the use of Kahoot. All data were recorded in the form of transcripts and observational notes for further analysis.

4. Data Analysis Techniques

The data obtained were analyzed using thematic analysis. Thematic analysis is a method for analyzing data with the aim of identifying patterns or discovering themes within the data collected by the researcher (Braun & Clarke, 2006). In this study, it allows for the identification of patterns or themes that emerged from the interview and observation results. The first step in this analysis was transcribing the data, followed by open coding to identify the main categories that emerged from the data. Once the main categories were identified, the researcher grouped the data into themes that were relevant to the research objectives, such as student participation, understanding of the material, and technical challenges in using Kahoot. Each theme was analyzed in depth to gain insights that support the research conclusions.

5. Researcher Presence and Research Location

The researcher was present during every classroom observation session to document in detail the interaction processes between students and Kahoot. The researcher's presence was crucial to ensure the validity of the data and to directly observe the classroom atmosphere and dynamics during the use of the application. The research

was conducted in the classroom setting at UIN Sunan Kalijaga Yogyakarta, where students attended their lectures.

6. Data Validity

The validity of the data was ensured through method triangulation, comparing the results of interviews and observations. Validation of interview results was conducted via member-checking, where interviewed students were given the opportunity to review and confirm their interview transcripts. Additionally, the researcher engaged in discussions with the course instructor to verify that the collected data was relevant and accurately reflected the actual classroom situation.

Result

This study explores various aspects related to the implementation of the Kahoot application as an interactive learning medium in the course *Methods of Teaching the Qur'an and Tafsir* for students of the Qur'anic Studies and Tafsir (IAT) program at UIN Sunan Kalijaga Yogyakarta. The findings are presented under several main subheadings: Effectiveness of Interactive Learning, Enhancement of Student Participation, Understanding of the Material, and Challenges in Using Kahoot.

1. Effectiveness of Interactive Learning

Kahoot has proven to be an effective tool for increasing students' motivation and engagement in the learning process. Its format, which takes the form of interactive quizzes with attractive visuals, lively music, and a competitive scoring system, successfully stimulates students' interest in active participation. One of Kahoot's notable advantages is its instant feedback feature, provided after each question. Students can immediately learn the correct answers along with brief explanations, enabling them to quickly rectify misunderstandings. This process reinforces information retention and facilitates more effective learning.

Figure 1

Learning Process with Kahoot Medium



Based on figure 1, the learning process prior to the implementation of Kahoot, the classroom dynamics were observed to be less interactive. Observations revealed that the

classroom atmosphere tended to be static, with most students merely listening to the lecturer's explanations without providing active responses. Discussions conducted during the sessions failed to maximize student engagement, making the class feel monotonous. Lecturers faced challenges in fostering active student participation, as conventional methods such as lectures and discussions were insufficient in capturing the interest of the majority of students. Additionally, evaluating students' comprehension during the learning process was difficult to conduct directly, as it relied primarily on formal tasks and exams, which rarely provided immediate feedback to students.

After the implementation of Kahoot, significant changes began to emerge. Interviews and observations during the learning process indicated that students exhibited higher levels of enthusiasm. They appeared more actively engaged in participating in the interactive quizzes, transforming the classroom atmosphere into a more dynamic environment. The gamified elements of Kahoot motivated students to participate, even those who had previously been passive. Interaction between students and lecturers also improved, not only during quiz sessions but also in subsequent discussions. Students were more enthusiastic about discussing their answers and refining their understanding of the material being taught.

In informal interviews with several students, they expressed that Kahoot provided a different and more enjoyable learning experience. Some even reported feeling more confident in participating, as the game-based quiz format reduced the pressure of answering questions. Additionally, observations revealed that students found it easier to comprehend the material due to the instant feedback provided during Kahoot sessions.

From the lecturers' perspective, the implementation of Kahoot also facilitated the identification of challenges faced by students. The learning process became more adaptive, as lecturers could immediately adjust their explanations based on students' responses during the quizzes. This narrative highlights how an interactive and technology-based approach can create a more inclusive and effective learning environment.

Research by Chaiyo and Nokham (2017) demonstrated that Kahoot, as part of a technology-based classroom response system, can enhance students' concentration, comfort, and collaboration (Nokham, 2017). Furthermore, the appealing visual and audio elements in Kahoot provide a more enjoyable learning experience, improving students' mood and increasing their focus during lectures.

Furthermore, the integration of competitive elements, such as scoring and leaderboards, has proven effective in motivating students to actively engage in learning. According to Guzman Quinto (2022), competition in game-based learning fosters students' emotional engagement, which ultimately enhances their ability to process information (De Guzman Quinto, 2022b). In this context, students not only compete for the highest scores but also participate in collaborative learning through discussions following the quizzes.

The findings of this study also support the notion that interactive learning enhances student engagement in the learning process, aligning with constructivist theory, which posits that students learn more effectively when they are actively involved in meaningful activities (Schunk, 2012). Thus, the use of Kahoot serves not only as an evaluation tool but also as a means to strengthen interaction between lecturers and students, as well as among students themselves.

1. Enhancement of Student Participation

This study also highlights that the Kahoot application can significantly increase student participation in class discussions. Students tend to be more active in answering questions and demonstrate improved interaction during class. Interviews with several students revealed that the quiz format of Kahoot encourages them to participate more confidently, as the quizzes are anonymous, providing a sense of comfort in answering without fear of making mistakes. This participation is further evidenced by the high number of students who actively engage in the quizzes until the end, with positive responses to this method as a variation from conventional learning approaches.

Kahoot allows students to engage in learning without feeling burdened by the academic pressures often associated with conventional learning systems. Research by Sakdah et al. (2022) noted that one of the strengths of Kahoot is its ability to create a supportive learning environment where students can participate without fear of the consequences of making mistakes (Sakdah et al., 2021). The anonymity provided by this platform not only boosts students' confidence but also encourages them to attempt answering questions more frequently, regardless of their level of certainty.

This finding aligns with the research by Tiara and Dena (2024), which states that game-based platforms like Kahoot can transform classroom dynamics to be more inclusive by encouraging participation from less confident students (Zanah et al., 2024). In other words, Kahoot provides a space where every student can contribute equally, unhindered by classroom hierarchies or introverted personalities.

2. Understanding of the Material

In addition to enhancing participation, Kahoot also has a positive impact on students' understanding of the material being taught. Based on interviews, students reported that Kahoot helped them retain the material more effectively as the quizzes allowed them to immediately test their knowledge. The instant feedback on correct or incorrect answers enabled students to assess their understanding and quickly address any gaps.

This is supported by observational findings, where students demonstrated improvement in answering questions related to concepts and themes covered in the course. Students noted that Kahoot helped them grasp concepts more deeply, particularly those related to methods of interpreting the Qur'an.

Figure 2

Process of Understanding of the Material



3. Challenges and Limitations in Implementation

Although Kahoot successfully enhanced participation and understanding, this study also identified several challenges in its implementation.

3.1. Technical Issues

To anticipate potential technical issues, particularly related to internet connectivity, comprehensive preparation was conducted prior to the study. The internet connection at the research location was tested and confirmed to be stable with sufficient bandwidth. Additionally, contingency measures such as providing backup connections or utilizing offline devices (where feasible) were prepared to minimize disruptions that could interfere with the research process. With these preparations, the implementation of this learning medium was expected to run optimally, ensuring accurate data collection.

3.2. Student Adaptation to Technology

Another challenge was the varying levels of students' adaptability to technology. Some students, particularly those less familiar with technological applications in learning, initially experienced difficulties in using Kahoot. However, these difficulties tended to diminish over time as students became more accustomed to the platform.

Discussion

This study aims to explore the implementation of the Kahoot application as an interactive learning medium in the *Methods of Teaching the Qur'an and Tafsir* course within the Qur'anic Studies and Tafsir (IAT) program at UIN Sunan Kalijaga Yogyakarta. Based on the findings, the study confirms that Kahoot is effective in increasing student participation, deepening material comprehension, and fostering a more dynamic classroom atmosphere. However, it also identifies some challenges in its implementation, such as technical issues and varying levels of student adaptation to technology.

1. Increased Student Participation and Interaction

The findings indicate that Kahoot successfully enhances student participation, consistent with existing literature stating that game-based learning technologies like Kahoot can promote active student engagement in the classroom (Sakdah et al., 2021). This increased participation can be interpreted as a positive response from students to the competitive elements of Kahoot, which stimulate their motivation to engage more actively. These findings support the constructivist theory, which posits that active and participatory learning enhances understanding and improves learning outcomes (Schunk, 2012). Therefore, the use of Kahoot is expected to serve as an effective tool in creating a more inclusive and participatory learning environment that accommodates diverse student learning styles.

2. Impact on Material Comprehension

Improved material comprehension is another key finding of this study. Kahoot provides students with the opportunity to test their knowledge in real time and receive instant feedback on their answers. This aligns with learning theories that emphasize the importance of immediate and accurate feedback in the learning process (Eliza, 2019). By enabling students to evaluate their understanding in real time, Kahoot not only aids in information retention but also enhances their grasp of more complex concepts in the *Methods of Teaching the Qur'an and Tafsir* course.

Field observations reveal that using Kahoot in classroom learning has a positive impact, increasing students' learning motivation and interest while facilitating their understanding of the material. With its simple yet engaging features, Kahoot proves to be an effective tool for enhancing classroom learning.

3. Technical Challenges and Student Adaptation

The study also highlights some challenges, particularly concerning technical issues and varying levels of student adaptation to technology. Technical problems, such as unstable internet connections, disrupt the smooth execution of Kahoot-based learning sessions. This underscores the importance of adequate infrastructure to maximize the use of technology in education (Chastanti et al., 2024).

Additionally, differences in students' comfort levels with using technological applications present another challenge. Students unfamiliar with platforms like Kahoot require time to adapt, which can affect the effectiveness of its use in learning. The findings confirm the importance of providing prior training or guidance to students to help them overcome technical challenges and feel more comfortable using the application.

4. Implications for Technology-Based Learning

The findings of this study suggest that the use of Kahoot can enrich learning experiences, particularly in the context of Qur'anic Studies and Tafsir. However, to fully realize the potential of this technology, greater efforts are needed to equip students with adequate digital skills and to provide technical support that minimizes disruptions caused by infrastructure issues.

Lecturers must also adopt a more creative approach in designing questions that stimulate students' critical thinking, ensuring that the use of Kahoot goes beyond being merely a quiz tool. Instead, it should be leveraged as a means to deepen students' understanding of the course material.

Conclusion

This study demonstrates that the implementation of the Kahoot application as an interactive learning medium in the **Methods of Teaching the Qur'an and Tafsir** course at UIN Sunan Kalijaga Yogyakarta significantly contributes to increasing student participation, deepening material comprehension, and fostering a dynamic learning environment. Students responded enthusiastically to Kahoot's competitive elements, which not only motivated them to participate more actively in the learning process but also helped alleviate monotony associated with traditional teaching methods. The instant feedback provided by the application enabled students to understand and correct their mistakes in real-time, thereby reinforcing their grasp of the concepts taught.

However, the study also identified several challenges, primarily related to technical issues such as reliance on a stable internet connection. Disruptions in connectivity often interfered with the smooth execution of learning activities. Additionally, varying levels of student adaptability to technology posed an added challenge, as some students required more time to become comfortable using the application.

Overall, the study highlights Kahoot's significant potential as an interactive learning tool that aligns with the demands of the digital era. To maximize its benefits, improved technological infrastructure and training to enhance students' digital skills are essential. Lecturers are also encouraged to design questions that cultivate critical thinking skills,

ensuring that Kahoot serves not just as a quiz platform but as a meaningful learning experience.

Combining Kahoot with other teaching methods, such as group discussions, can create a more profound and comprehensive learning experience for students. These findings provide a robust foundation for the development of technology-based teaching methods, particularly in Islamic education, to address the challenges of the modern era.

Declarations

Author contribution statement

All authors made significant contributions to this research. Yunita was responsible for conceptualizing the study, designing the methodology, and analyzing the results. Yulia Rakhma Salsabila was involved in data collection and drafting sections of the methodology. Zulus Arifin contributed to the literature review, data interpretation, and preparation of the discussion and conclusion. Miftahul Janah analyzed the data and reviewed the manuscript to ensure its intellectual quality. All authors approved the final manuscript and are accountable for the integrity and accuracy of the research.

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Data availability statement

The data used and generated in this study include the results of observations and interviews with students from the IAT (Qur'anic Studies and Tafsir) program during the classroom learning process using the Kahoot application as a learning medium for the *Methods of Teaching the Qur'an and Tafsir* course. This data is publicly available in accordance with institutional privacy policies and to protect the confidentiality of participant involvement in the research. However, the data can be accessed upon formal request to the authors, provided there is a clear justification and purpose for using the data. For further information or to request access, please contact the corresponding author via email at 23204011043@student.uin.suka.ac.id.

Declaration of interests statement

The authors declare that there are no financial, personal, or professional conflicts of interest that could influence the results or interpretations of this research.

Additional information

This study highlights the significant impact of the implementation of the Kahoot application as an interactive media in the *Methods of Teaching the Qur'an and Tafsir* course for IAT students at UIN Sunan Kalijaga Yogyakarta. The authors welcome questions and discussions regarding the Kahoot application and its findings, in order to support further progress and development in this area.

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