

## LEARNING INTEREST: HOW EFFECTIVE IS KAHOOT-BASED DIGITAL GAME BASED LEARNING MODEL?

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**ABSTRAK:** Penelitian ini membahas tentang bagaimana model pembelajaran digital game based learning berbasis kahoot dapat mempengaruhi minat belajar peserta didik. Penelitian ini bertujuan untuk menganalisis seberapa efektif penggunaan model pembelajaran berbasis permainan Kahoot dalam meningkatkan minat belajar Pendidikan Agama Islam (PAI) di SMA Negeri 15 Bandar Lampung. Penelitian menggunakan pendekatan kuantitatif eksperimen dengan jenis penelitian yang digunakan adalah quasy eksperimental design, adapun kelas yang dijadikan kelas eksperimen adalah kelas X.2 dan X.6 sebagai kelas kontrol. Peneliti ini mengusulkan pendekatan yang berbeda dengan memadukan model pembelajaran game based learning berbasis game kahoot dengan minat belajar peserta didik khususnya dalam PAI. Implikasi penelitian ini adalah pentingnya integrasi teknologi dalam pembelajaran PAI, serta perlunya guru dalam mengambil kebijakan untuk merancang strategi pembelajaran yang inovatif dan relevansi untuk kedepannya. Hasil uji normalitas menghasilkan signifikansi 0,200 (data terdistribusi normal), dan uji homogenitas dengan signifikansi 0,893 (data homogen). Hasil uji t menunjukkan nilai signifikansi (sig) sebesar 0,204 dan 0,201, yang keduanya lebih besar dari 0,05. Hal ini mengindikasikan bahwa  $H_0$  diterima dan  $H_a$  ditolak, sehingga dapat disimpulkan bahwa media pembelajaran berbasis game Kahoot tidak efektif dalam meningkatkan minat belajar peserta didik.

**Kata Kunci:** Game based Learning, Kahoot, Minat Belajar, Pendidikan Agama Islam

**ABSTRACT:** This study explores how the Kahoot-based digital game-based learning model can influence students' learning interest. This study aims to analyze the effectiveness of using the Kahoot game-based learning model in increasing students' interest in learning Islamic Education (PAI) at SMA Negeri 15 Bandar Lampung. The research employs a quantitative experimental approach with a quasi-experimental design. The experimental class is class X.2, while class X.6 serves as the control group. This study proposes a different approach by integrating the Game-Based Learning model using Kahoot with students' learning interest, particularly in PAI. The implications of this research highlight the importance of integrating technology in PAI learning and the necessity for teachers to develop innovative and relevant teaching strategies for the future. The results of the normality test indicate a significance of 0.200 (data is normally distributed), and the homogeneity test shows a significance of 0.893 (data is homogeneous). The t-

*test results show significance values (sig) of 0.204 and 0.201, both of which are greater than 0.05. This indicates that  $H_0$  is accepted and  $H_a$  is rejected, concluding that the Kahoot game-based learning media is not effective in increasing students' interest in learning.*

**Keywords:** *Game-Based Learning, Kahoot, Learning Interest, Islamic Religious Education*

## **I. INTRODUCTION**

Education is an essential element that is inseparable from human life (Destrianjasari et al., 2022; Syaadah et al., 2023). Learning is an essential aspect of education. Learning can be defined as a process, method, or act that enables humans to become beings who engage in learning. Through learning, students' interests will be shaped due to the presence of a structured learning environment (Azizah et al., 2019; Ujud et al., 2023).

Interest plays a crucial role in learning. To improve the quality of education, it is essential to provide stimuli to assess whether students are engaged in the lesson or not. (Arhas et al., 2023; Ndraha et al., 2022; Widiati et al., 2022). Interest is the tendency to pay attention with a feeling of enjoyment. Students with high interest will enjoy learning and are more likely to engage in every learning activity (Lamdik., 2023; Sati et al., 2021; Setiawan et al., 2022). Learning interest is an important aspect of education because it can enhance attention, concentration, and engagement with the material, while reducing distractions and boredom, thus helping students achieve their learning goals and outcomes (Mustafa et al., 2023).

Law Number 20 of 2003 on the National Education System states that education is a conscious and planned effort to create a learning atmosphere and learning process in which students actively develop their potential. Furthermore, the Regulation of the Minister of National Education Number 78 of 2009 emphasizes that the learning process must adopt an ICT-based approach that is active, creative, effective, enjoyable, and contextual.

Educational issues are divided into two categories: micro issues, which are related to internal matters such as the curriculum, and macro issues, which encompass broader challenges such as educational inequality between regions and the high cost of education (Agustang, 2021; Kurniawati, 2022; Purwanto, 2021). The Merdeka Curriculum is designed to shape a millennial generation that quickly understands and applies material practically, as well as utilizes technology in learning, shifting from reliance on books to electronic media as additional learning resources (Indarta et al., 2022; Jannah et al., 2022; Ripandi, 2023). The preliminary study revealed several problems in PAI (Islamic Education) learning, including: 1) low student enthusiasm, 2) teaching methods that are one-sided and lack interactivity, 3) minimal integration of technology, and 4) students struggling with a lack of interest in learning.



**Figure 1**

### **Recapitulation of the Preliminary Study Results on Student Learning Interest**

The Learning Interest Questionnaire The results of the preliminary study, shown in Figure 1, indicate that a significant number of students still have low learning interest, especially in PAI lessons, which have not yet met the criteria for learning interest, particularly in terms of attention and student engagement, with percentages of only 21% and 23%. These are the key factors that contribute to students' lack of interest in the learning process. Furthermore, many students remain indifferent to the tasks assigned by the teacher and are afraid to ask the teacher when they do not understand the material.

The game-based learning model integrates game elements into the learning process, providing a more immersive learning experience for students and making the material easier to remember. Game-based learning can also increase student participation in various learning activities, particularly in solving problems within the game, thereby promoting active learning. The selection of appropriate games in learning can positively impact the enhancement of students' learning interest (Sinaga et al., 2025). Thus, to increase students' interest in learning, it is important to use educational media that encourage active participation, foster cooperation, and make it easier for them to understand the material, particularly in PAI. One effective method is by using media such as Kahoot, which can transform conventional learning patterns and encourage student engagement and collaboration.

Kahoot is an educational tool that helps teachers evaluate learning in a fun and efficient manner. Kahoot can be used for pre-tests, post-tests, practice questions, remedial activities, and enrichment without the need for installation or costs, as it is web-based and accessible for free. Kahoot also supports distance learning.

Its advantages include more engaging, free, and flexible learning, although it requires a stable internet connection (Anggraini et al., 2021; Lestari & Nugraheni, 2022; Miftah & Mawardi, 2021; Pratama et al., 2022; Sholihah et al., 2023).

The results of the research conducted by several expert researchers, including Aslihatul Latifah (Latifah, n.d.) , Rahma Isnaini (Isnayni Rahmah et al., 2023), Yuditra Framana (Farmana & Wonua, 2021) It shows that Kahoot can enhance student engagement and learning interest. Although many studies focus on learning outcomes and motivation, there is still limited research on its impact on learning interest, particularly in PAI. This study aims to fill the gap in previous research by conducting a structured experiment to explore how Kahoot can increase students' learning interest in PAI.

The novelty of this research lies in the use of a Kahoot-based game-based learning model, providing students with an enjoyable learning experience. Furthermore, this approach fosters active interaction among peers during the learning process, thereby enhancing students' interest in learning. This learning model creates a stimulating and supportive environment for the holistic development of students. This research on the effectiveness of the Kahoot-based digital game-based learning model on students' learning interest addresses an aspect that has rarely been explored before, where this study can significantly advance the field of education.

The decline in learning interest, both in terms of engagement and skills in PAI learning, may be caused by the use of ineffective learning media. Therefore, in-depth research is needed to determine the most suitable learning media to be applied in PAI instruction. The use of educational media is essential in the learning process and is a crucial factor that educators need to prioritize. The goal is to create a learning environment that is more dynamic and responsive to the needs of each student. Through the appropriate use of learning media, it is hoped that the quality of PAI education can be improved, as well as the academic achievements of students in understanding and mastering PAI lessons.

The implication of this research is the importance of integrating technology into PAI learning, as well as the need for teachers to make informed decisions in designing innovative and relevant learning strategies for the future. The results of this study not only enhance our understanding of how the Kahoot-based digital game-based learning model affects students' learning interest in PAI, but also contribute new insights into how the integration of technology into conventional learning can impact and influence students' understanding and skills.

## **II. RESEARCH METHOD**

This research adopts an experimental approach with a focus on quantitative methods. It employs a quasi-experimental design as the research framework. Creswell defines a quasi-experimental design as an experimental approach that involves participant groups but does not include randomization. This research employs a post-test only control group design, comparing the experimental group that receives treatment with the control group that does not, to evaluate the differences in outcomes. The population for this study

includes 315 tenth-grade students from SMA Negeri 15 Bandar Lampung. The sample includes class X (6) as the control group using conventional media, and class X (2) as the experimental group using Kahoot media. The sampling technique refers to the method used to select participants for this study. The researcher employed a probability sampling approach to determine the sample. Probability sampling is a method where samples are chosen randomly. The sampling technique used in this study is simple random sampling. Simple random sampling is a method of selecting samples randomly without taking population levels into account.

For data collection, the researcher utilized a Likert scale questionnaire with five response options: strongly agree, agree, neutral, disagree, and strongly disagree. The questionnaire focuses on the variable of learning interest, measured through a post-test administered to students in both the experimental and control groups. The learning interest questionnaire in this study is developed based on Slameto's theory, which includes four indicators: enjoyment, involvement, interest, and student attention. The questionnaire was then tested in a class that had not yet used the Kahoot learning media. The results of the trial were validated using SPSS 27, which resulted in 14 valid statements. The questionnaire's reliability was tested and achieved a value of 0.833. It was then administered to two groups: an experimental class and a control class. After distribution, the responses were compiled and analyzed using SPSS 27. The analysis began with a normality test conducted through the Kolmogorov-Smirnov method, followed by hypothesis testing using a T-test.

### **III. THEORITICAL REVIEW**

#### **A. Learning Interest**

According to Hidayat, learning interest is crucial for students as it can motivate them to learn and influence their academic performance. (Restu Bumi et al., 2023). According to Syah, Interest is a key factor in achieving learning goals, as it can motivate someone to learn with enthusiasm. Without interest, the learning process will be hindered, and goals will be difficult to achieve. (Lesmana, 2023; Nurlia & Anggo, 2020). According to Indra, learning interest is crucial in the learning process. Students with high interest tend to achieve better learning outcomes, while low interest can decrease the quality and results of their learning (Tanjung et al., 2022). According to Slameto, interest is a feeling of preference and attraction to an activity, without being prompted by anyone (Jainuddin et al., 2020; Putri & Adirakasiwi, 2021; Sarah et al., 2021). According to Darmadi, interest is the attention and desire of an individual to understand, learn, and further explore something (Jumasih, 2023; Masrur et al., 2021; Puspitasari et al., 2021).

Based on the definitions of learning interest by Hidayat, Syah, Indra, Slameto, and Darmadi, the author concludes that learning interest plays a crucial role in the learning process.

With strong learning interest, students will be motivated and enthusiastic during the learning process, positively impacting their learning outcomes.

### **B. Digital Game-Based Learning Model**

Game-based learning involves using both digital and traditional games to support and improve teaching, learning, or assessment processes. (Wahyuning, 2022). Game-Based Learning is an approach designed to improve the effectiveness of learning by integrating game-based applications into the educational process. This student-centered model leverages electronic games and similar tools to enhance and enrich the learning experience. (Erina Hannawita Br Sembiring & Tanti Listiani, 2023).

Based on the previously explained definition of the Game Based Learning (GBL) model, the author concludes that GBL is a learning model that utilizes games, both digital and traditional, to support teaching, learning, and assessment. This model is designed to enhance the effectiveness of learning by leveraging game-based applications, such as electronic games. GBL focuses on students, providing an engaging learning experience and enriching the learning process through an interactive and enjoyable approach.

### **C. Kahoot Learning Media**

Kahoot is an educational application that combines evaluation with interactive games, enabling the tracking of student activities. It emphasizes student engagement by fostering competition among peers during the learning process. (Lestari & Nugraheni, 2022). Kahoot is an interactive learning media that actively involves students, creating an enjoyable learning experience (Tetep & Arista, 2022). According to Susanto, Kahoot is a game-based learning platform that involves quizzes, discussions, and surveys on specific topics, and can be played by the entire class within a limited time (Idris P & Rampeng, 2021; Rabiatul et al., 2024).

Based on the previously explained definition of Kahoot as a learning medium, the author concludes that Kahoot is an application used in the learning process that actively engages students through quizzes and discussions. This application encourages students to interact with their peers actively, creating a fun and enjoyable learning experience.

## **IV. RESULT AND DISCUSSION**

### **A. RESULT**

Based on the data analysis results obtained from the students of grade X at SMAN 15 Bandar Lampung with the variable being studied, which is learning interest, the data were obtained in the form of post-test results from each student in the experimental and control classes. However, before performing the t-test, normality and homogeneity tests must be conducted first. The following are the normality, homogeneity, and hypothesis tests:

## Prerequisite Test

### 1) Normality Test

The normality test aims to assess whether the collected data follows a normal distribution. Data is considered normally distributed if the significance value (sig) is greater than 0.05. The results of the learning interest test for grade X students at SMAN 15 Bandar Lampung are presented in the following section.

Table 1. An overview of the normality test results for the learning interest of grade X students at SMAN 15 Bandar Lampung.

**Table 1**  
**Normality Test**

		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Kelompok	Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Eksperimen	.124	28	.200 <sup>*</sup>	.947	28	.164
	Kontrol	.129	31	.200 <sup>*</sup>	.967	31	.443

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table shows that the Kolmogorov-Smirnov normality test produced a significance value of 0.200. According to the rule that data is considered normally distributed if the significance value  $> 0.05$ , the data meets the normality criteria.

### 1. Homogeneity Test

The homogeneity test is conducted to evaluate whether the data distribution variances are equal (homogeneous) or unequal (heterogeneous). The data is deemed homogeneous if the significance value meets the required threshold (sig)  $> 0,05$ .

Table 2. An overview of the homogeneity test results for the learning interest of grade X students at SMAN 15 Bandar Lampung.

**Table 2**  
**Homogeneity Test**

		Levene	df1	df2	Sig.
		Statistic			
Hasil	Based on Mean	.018	1	57	.893
	Based on Median	.029	1	57	.865
	Based on Median and with adjusted df	.029	1	49.239	.865
	Based on trimmed mean	.016	1	57	.899

The table indicates that the homogeneity test using Levene's Statistic produced a significance value of 0.893. Based on the rule that a significance value  $> 0.05$  indicates homogeneity, the data is considered homogeneous.

**2. Hypothesis Test**

This hypothesis test uses a t-test, which aims to determine the influence of the independent variable on the dependent variable. The results of the t-test for students' learning interest at SMAN 15 Bandar Lampung are presented in Table 3.

Table 3. An overview of the t-test results for the learning interest of grade X students at SMAN 15 Bandar Lampung.

**Table 3**  
**Hypothesis Test**

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil	Equal variances assumed	.018	.893	1.286	57	.204	1.75115	1.36202	-.97624	4.47854
	Equal variances not assumed			1.294	56.973	.201	1.75115	1.35326	-.95874	4.46104

Referring to the table, the t-test results reveal that the calculated data indicates  $T_{hitung}$  is 1.286 with a significance value of 0,204 and 0,201. Since the calculated  $T_{hitung} < T_{tabel} = 1,286 < 2,002$  or the sig  $>$  value  $a = 0,204 > 0,05$  and  $0,201 > 0,05$  It can be concluded that  $H_0$  is accepted while  $H_a$  is rejected, indicating that the Kahoot-based game-based learning model has no significant impact on students' learning interest.

**B. DISCUSSION**

The research results indicate that the normality test for both the experimental and control classes demonstrated a normal distribution, as evidenced by the significance value 0.200, which is  $> 0.05$ . In the homogeneity test, it was stated as homogeneous because the result was  $> 0.05$ , specifically 0.893. The t-test results yielded a value of 0.204, which is  $> 0.05$ , indicating that the game-based learning model using Kahoot has no significant effect on students' learning interest.



**Table 4**  
**Hypothesis Test**

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil	Equal variances assumed	.018	.893	1.286	57	.204	1.75115	1.36202	-.97624	4.47854
	Equal variances not assumed			1.294	56.973	.201	1.75115	1.35326	-.95874	4.46104

The study's findings reveal that the digital game-based learning model, particularly the use of Kahoot, did not effectively increase students' interest in learning Islamic Religious Education (PAI). While Kahoot is recognized as a tool that can enhance student engagement and participation in the learning process, the research findings indicate that it did not have a significant effect on students' interest in learning PAI. Most students did not demonstrate improved attention or active participation in PAI lessons, even with the use of Kahoot as a learning tool.

The factors that may explain this ineffectiveness include low internal factors of students' learning interest, such as a lack of self-confidence and learning experience with the material. Even though the learning media is appropriate, if the internal factors do not support it, the desired results will still be difficult to achieve. (Arlina et al., 2023; Mesra et al., 2021; Yusni & Marlina Bakri, 2022). In addition, external factors such as family support, social environment, school conditions, and personal issues also influence students' learning interest (Pendidikan & Kudus, 2022; Sarah et al., 2021; Subekti et al., 2021).

However, there are several challenges faced in using Kahoot as a learning media in the classroom, including limited time management during lessons. Additionally, the differences in students' backgrounds also play a role. Some students have devices that support the use of Kahoot effectively, while others face issues due to incompatible devices, resulting in lag or even force-closing of the application. Furthermore, the limited availability of devices and unstable internet access also hinder students from accessing Kahoot optimally (Abdillah et al., 2022; Christiana, 2022; Hartono, 2023; Prihatini et al., 2024).

Therefore, this study concludes that this media is not effective in increasing students' interest in the subject of Islamic Religious Education. The researcher suggests that a learning model more suited to the characteristics of the subject and the needs of the students should be further developed to achieve more optimal results.

The difference between this study and Ika Damayanti (2020) The difference in this study lies in several aspects. Earlier studies on the effectiveness of Kahoot as a learning medium reported significant outcomes, with a value of 0.43. In contrast, this study found no significant results, yielding a value of 0.201. The difference lies in the focus of the measurements: Ika Damayanti measured both learning outcomes and learning interest, while this study only measured learning interest. The instruments used were also different; Ika Damayanti used tests (questions) and questionnaires, while this study.

This study provides a contribution to future researchers by identifying key variables that influence the effectiveness of learning media, which can support students' learning interest. It also offers insights into relevant research designs to further explore the impact of technology on students' learning interest. This study can also serve as a reference for researchers to develop other digital learning innovations applicable to diverse educational settings.

## V. CONCLUSION

Based on the results and discussion, the T-test findings indicate that  $H_0$  was accepted, and  $H_a$  was rejected, demonstrating that the game-based learning media using Kahoot is not effective in impacting the learning interest of grade X students at SMA Negeri 15 Bandar Lampung.

It is recommended that future research develop other learning media besides Kahoot that are more interactive and tailored to students' characteristics and learning styles. Additionally, exploring engagement through collaborative and project-based learning models is suggested, covering various education levels and approaches for long-term assessments of sustainable impacts. Furthermore, it is important to examine the integration of technology into the current curriculum, namely the Merdeka Curriculum, and consider other factors influencing learning interest, such as motivation, social support, and teacher readiness.

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