



## Integrating Kahoot into Learning Management: Enhancing Student Motivation through Interactive Classroom Strategies

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### ABSTRACT

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This study explores the use of Kahoot as an interactive learning tool to enhance student motivation in Social Studies. Motivated by the low enthusiasm and passive participation often observed in conventional, theory-heavy Social Studies lessons, the research adopts a descriptive qualitative case study approach. The study involved 25 students and followed a cycle of planning, action, observation, and reflection. Data were collected through observation, interviews, and documentation. Findings indicate a significant increase in student motivation and engagement. Students demonstrated greater enthusiasm, active participation, and curiosity during lessons using Kahoot. The gamified quiz environment created a fun, competitive learning atmosphere and allowed real-time assessment of student understanding. Beyond improving classroom dynamics, the study highlights critical implications for educational management. Integrating digital tools like Kahoot into classroom practice can serve as a strategic component in learning management, promoting a more student-centered, participatory, and data-informed teaching process. Educators and school leaders are encouraged to incorporate gamification strategies to support motivation and foster a culture of active learning. Kahoot proves to be not only a teaching aid but also a managerial tool for enhancing instructional planning, engagement tracking, and performance evaluation.

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## INTRODUCTION

Education stands as the foundation for shaping intelligent and character-driven generations. However, despite its crucial role, many educational systems still face challenges in ensuring active student engagement and sustained enthusiasm in learning. The integration of technology in daily life has shifted how young learners interact with information, making traditional, teacher-

centered methods increasingly ineffective. A growing body of research emphasizes the importance of interactive, student-centered approaches to address the needs of digital-native learners. Without innovations in pedagogy, students may struggle to find relevance and interest in classroom content, particularly in subjects perceived as theoretical or abstract. In this context, enhancing student motivation through interactive learning tools becomes not only relevant but urgent. This research is therefore essential, as it addresses how technology, specifically game-based learning platforms, can support student engagement and achievement. The potential for tools like Kahoot to bridge the gap between conventional teaching and 21st-century learning expectations presents a critical opportunity for improving educational quality on a broader scale.

Despite advances in educational theory and digital access, classrooms—especially in rural or under-resourced areas—continue to rely on outdated, one-way teaching methods. In particular, Social Studies classes often fall into the pattern of rote learning, where teachers explain and students listen passively. This has led to diminished student motivation, reduced classroom participation, and poor academic performance. When students do not see the relevance or enjoy the learning process, their intrinsic motivation declines, which in turn affects long-term educational outcomes. A major underlying issue is the lack of innovation in instructional strategies, which results in a mismatch between teaching styles and student learning preferences. Educators are often unprepared or lack resources to implement more engaging approaches. Consequently, there is an urgent need to explore how digital tools can be used effectively to increase classroom interactivity, especially in theoretical subjects such as Social Studies. This research seeks to address these challenges by examining Kahoot as a potential tool for educational transformation.

Field observations at MI Mambaul Hasan, Sumberejo, Paiton Subdistrict, Probolinggo, revealed that fourth-grade students displayed low enthusiasm and engagement during Social Studies lessons. Many appeared bored, disinterested, and were reluctant to participate actively in discussions or assignments. The conventional lecture method used by teachers contributed to a monotonous learning experience, making it difficult for students to connect with the material. In a digital era where students are accustomed to interactive content through mobile apps and online games, the static nature of traditional classrooms creates a stark contrast. Moreover, students' performance in Social Studies assessments was found to be inconsistent, suggesting a lack of deep understanding and internal motivation. Teachers, while aware of the problem, often lacked the training or tools to implement modern instructional techniques. This real-world scenario highlights the pressing need for practical and scalable

solutions. Introducing digital learning tools like Kahoot may provide a way to turn passive learners into active participants, fostering curiosity and competition in the classroom environment.

Previous research has explored the impact of interactive learning platforms on student engagement. Studies have shown that game-based learning can effectively improve student motivation by making lessons more dynamic and enjoyable. For instance, Melawati (2022) found that Kahoot, when used in Social Studies, significantly enhanced students' interest and participation by introducing elements of competition and instant feedback. Likewise, Sakdah et al. (2021) reported that fifth-grade students in Simalungun responded positively to Kahoot, particularly in science subjects like ecosystems. Additionally, Licorish et al. (2017) emphasized the platform's accessibility for learners across educational levels. However, most of these studies focused on outcomes like motivation or enjoyment, without examining how Kahoot can be integrated into broader instructional management or long-term academic outcomes. Furthermore, many studies lacked context-specific analysis, particularly in rural or traditional Islamic schooling environments, such as Madrasah Ibtidaiyah (MI). Therefore, while the literature confirms the potential of Kahoot, there is still room to explore its use in diverse educational and cultural settings.

In addition, many studies have overlooked the managerial and pedagogical implications of using digital tools like Kahoot. For example, Damayanti & Dewi (2021) highlighted that online assessments during distance learning often lacked supervision, leading to dishonest practices and inaccurate evaluations. This raises concerns about the effectiveness of digital tools unless strategically integrated into classroom management. While Kahoot offers real-time feedback and performance tracking, its potential as a management tool in formative assessment and classroom interaction remains under-explored. Similarly, Inggriyani et al. (2020) and Sagala et al. (2021) noted that game-based learning impacts students' socio-emotional development, encouraging collaboration and healthy competition. However, they called attention to the importance of teacher competence in both soft and hard skills to implement such methods effectively. This research aims to fill these gaps by positioning Kahoot not only as a motivational tool but also as a means to enhance educational management—especially in classroom planning, student evaluation, and digital pedagogy—particularly in Islamic elementary school contexts.

What sets this research apart is its focus on the dual function of Kahoot as both a motivational and managerial tool in learning. While previous studies emphasize student engagement or cognitive outcomes, this study seeks to

investigate how Kahoot contributes to instructional planning, classroom interaction, and formative evaluation. Furthermore, this study is conducted in a religious-based school (MI), where access to technology and exposure to modern pedagogy may differ significantly from urban or private institutions. The integration of Kahoot in such settings offers insights into its adaptability and broader educational impact. By examining how the platform can be used to address both academic and administrative challenges in the classroom, this study provides a comprehensive understanding of digital learning implementation. The findings will contribute to the discourse on how game-based learning can support both student development and effective learning management. This dual perspective makes the study highly relevant to educators, policymakers, and educational managers in the digital age.

This study is guided by the central question: How can the use of Kahoot as an interactive learning media improve students' motivation and contribute to effective classroom learning management in Social Studies? The working argument is that Kahoot, when properly implemented, not only enhances student engagement but also supports real-time formative assessment, student participation tracking, and teacher feedback systems. In an age where digital fluency is essential, educational tools must do more than entertain; they must support structured and purposeful instruction. This study argues that Kahoot offers such potential, especially when teachers are trained to use it strategically. The research contributes to both the theoretical and practical development of interactive learning methodologies by demonstrating how digital platforms can improve learning outcomes and classroom administration. Additionally, the research holds value for teacher professional development, as it outlines the competencies required to integrate technology into everyday practice. The study will provide empirical evidence that supports educational reform through accessible and scalable technological tools.

## **RESEARCH METHOD**

This study adopts a qualitative paradigm, aiming to explore and understand the experiences and meanings constructed by students during Social Studies learning using the Kahoot application. The qualitative paradigm is chosen because it allows the researcher to investigate deeply how students perceive, respond to, and engage with the classroom dynamics that emerge when interactive technology is integrated into teaching. As a naturalistic and process-oriented approach, qualitative research places emphasis not merely on final outcomes, but on the complex learning interactions that unfold over time.

A case study approach underpins this research design, focusing on a single fourth-grade class at MI Sumberejo, Paiton, Probolinggo, where Kahoot

has been integrated into Social Studies instruction. The case study method enables the researcher to delve into a real-life situation with depth and context, which is crucial for capturing the nuanced impact of game-based learning in a specific educational setting (Faznur et al., 2020; Zuhdi et al., 2024).

The study is descriptive in nature and seeks to examine how Kahoot, as an interactive digital medium, can enhance student motivation and engagement in Social Studies. The research was conducted over a period of three months, from June to August 2025, with MI Sumberejo serving as the primary research site. The focal group consists of fourth-grade students and their Social Studies teacher, all of whom were directly involved in the application of Kahoot during instructional sessions.

Data sources for this research consist of both primary and secondary data. The primary data were obtained through direct involvement with the fourth-grade students and their Social Studies teacher, capturing real-time experiences and reflections related to the use of Kahoot. Meanwhile, secondary data were collected through documentation and records associated with teaching activities, including observation notes, class schedules, and materials used during the study. Funding for the research was supported through a combination of the researcher's personal resources and institutional backing from LP3M Unuja, which provided the necessary digital infrastructure to facilitate the use of Kahoot during the learning process.

The research process involved several interconnected stages. First, during the preparation phase, the researcher sought permission from school authorities and coordinated with relevant teachers. A detailed lesson plan was developed to incorporate Kahoot as an interactive tool in Social Studies lessons. Research instruments were then designed, including interview guidelines and observation checklists.

During the data collection phase, classroom observations were conducted to monitor how students interacted with the learning environment when using Kahoot. These observations aimed to capture student behavior, engagement levels, and classroom atmosphere. Semi-structured interviews were held with both the Social Studies teacher and selected students to gather insights into their experiences and perspectives regarding the use of Kahoot as a learning tool. Complementing this, documentation was gathered to support the findings, including quiz materials, screenshots, student performance logs, and digital traces of classroom activities.

The final stages of the study involved analysis, conclusion, and recommendation. Based on the data collected and interpreted, the researcher formulated conclusions about the effectiveness of Kahoot in enhancing students' motivation in Social Studies. These findings also informed several

practical recommendations directed at teachers, school administrators, and curriculum planners. In particular, the study advocates for the broader adoption of interactive platforms such as Kahoot as a means of transforming conventional teaching into a more participatory and engaging experience.

## RESULT AND DISCUSSION

### Result

#### Increased Student Engagement during Learning Activities

In this study, student engagement during learning activities is operationally defined as the extent to which students actively participate in Social Studies lessons through behaviors such as asking questions, responding to teacher prompts, focusing attention on the material, and showing enthusiasm during learning tasks. In the context of using Kahoot as an interactive media tool, engagement is further indicated by students' willingness to join the quiz enthusiastically, their visible excitement when questions appear, and their continuous participation throughout the game-based learning session. Engagement also includes emotional expressions such as joy, competitiveness, and curiosity that arise during the learning process.

According to Mr. A, the Social Studies teacher of the fourth-grade class, "When we started using Kahoot in the classroom, I noticed a big difference. Students who were usually quiet suddenly became very active. They were raising their hands, shouting answers, and even helping each other." This statement reflects a clear behavioral shift in student participation. The researcher interprets this as a direct impact of the interactive and gamified nature of Kahoot, which transformed the classroom from a passive learning environment to a lively, collaborative space. The social dynamics also changed, as students became more confident and willing to express themselves publicly in front of peers.

One of the students, referred to as Informant B, shared: "I like Kahoot because it's like a game, but we also learn. I want to win, so I try to listen carefully and remember what the teacher says before the quiz." This response reveals a strong intrinsic motivation driven by the competitive element of the quiz format. The student's behavior—paying more attention to lessons in preparation for the game—shows increased cognitive engagement. From the researcher's perspective, this indicates that Kahoot not only makes learning enjoyable but also encourages students to become more attentive and responsible during the lesson.

During classroom observations, it was evident that students displayed greater alertness and enthusiasm during sessions that involved Kahoot. Several students were observed leaning forward, smiling, and reacting positively when

correct answers were revealed. Others were seen encouraging peers, celebrating high scores, and requesting additional rounds of the quiz. The researcher interpreted these behaviors as indicators of active engagement, both individually and collectively. The playful competition, real-time feedback, and visual design of the platform appeared to stimulate students' attention and create a supportive learning environment where engagement was both emotional and behavioral.

The findings above demonstrate that student engagement increased significantly when Kahoot was used as a learning tool in Social Studies. Engagement manifested in various forms, including verbal participation, attentiveness, emotional enthusiasm, and peer collaboration. Both interview data and direct observations confirmed that students were more motivated and actively involved in the learning process, particularly when compared to traditional, lecture-based methods previously used in the classroom.

A clear pattern emerged from the data: interactive digital tools like Kahoot foster multidimensional engagement by integrating cognitive, emotional, and social elements. The consistent rise in participation across different students suggests that engagement was not limited to high-performing or extroverted learners but was inclusive and widespread. The platform's immediate feedback and game-based mechanics created an environment where students were eager to learn, motivated to compete, and more likely to retain information. This pattern supports the broader notion that gamification, when properly implemented, enhances both the atmosphere and effectiveness of classroom instruction.

### **Motivation Boost through Game-Based Competition**

In the context of this study, motivation boost through game-based competition refers to the increase in students' internal drive to participate actively in learning due to the competitive elements introduced by Kahoot. This includes behaviors such as eagerness to win, excitement when answering questions correctly, visible competitiveness, and willingness to improve performance across quiz sessions. Motivation is observed not only through emotional reactions but also through sustained attention, better preparation, and positive learning attitudes triggered by the game mechanics such as leaderboards, timers, and immediate feedback.

<b>Interview Excerpt</b>	<b>Indicator</b>	<b>Informant</b>
"I always want to be on the top of the leaderboard, so I try hard to get every answer right."	Competitive spirit	Student A
"Students get really excited when they see their names moving up during the quiz."	Emotional excitement and motivation	Teacher (Mr. A)
"Even the quiet students become more active because they	Increased participation	Student B

Interview Excerpt	Indicator	Informant
want to score points.”	through reward	

The table clearly illustrates how the competitive features embedded in Kahoot function as intrinsic motivators for students. Student A's statement reflects an internalized desire for achievement, triggered by the leaderboard mechanism. This competitive spirit drives the student to pay attention, recall information, and answer questions with focus. It shows that the design of the platform taps into students' natural desire to excel and gain recognition, which translates into academic engagement. Such motivation does not rely on external pressure but arises from the internal drive to perform well in a gamified context.

The teacher's observation further supports this by highlighting how emotional excitement emerges when students see real-time feedback in the form of leaderboard movements. This moment-to-moment feedback loop sustains engagement throughout the lesson. Meanwhile, Student B's comment shows that even typically passive students are encouraged to participate, motivated by the prospect of scoring and visibility among peers. This aligns with reward-based motivation theories, where students are driven not only by the outcome but also by the process of gaining points and recognition. Thus, Kahoot appears to democratize participation by motivating a broader range of learners through game-based rewards.

Field observations reinforced these findings. During Kahoot sessions, students displayed high energy and enthusiasm. Some were seen celebrating correct answers by clapping or cheering, while others expressed disappointment when falling behind on the leaderboard—only to redouble their efforts in the next question. Importantly, students who rarely spoke in class were observed actively participating and even showing improved performance over time. The researcher interprets this as evidence that game-based competition not only energizes students but also creates a dynamic, feedback-driven learning cycle that keeps motivation high and consistent throughout the session.

In summary, the use of Kahoot has clearly enhanced student motivation by introducing elements of competition that stimulate both emotional and behavioral responses.

Students are more focused, participatory, and goal-driven when they are motivated to outperform their peers in a fun and interactive way. This competitive drive is not harmful but constructive, as it fuels a deeper interest in learning content and fosters a desire to achieve better results through self-improvement and active involvement.

The data reveals a consistent pattern: competitive gamification leads to a noticeable boost in motivation across various student types, including those who are usually disengaged. The desire to appear on the leaderboard, receive points, and outperform peers promotes not only engagement but also persistence and emotional investment in the learning process. This motivational pattern is cyclical—success reinforces participation, and participation increases the chance of success—ultimately creating a classroom environment where learning becomes both challenging and enjoyable.

### **Positive Emotional Climate in the Classroom**

In this study, positive emotional climate in the classroom refers to the collective emotional atmosphere characterized by feelings of happiness, safety, enthusiasm, and mutual support among students during learning activities. It is reflected through students' smiles, laughter, cooperative behavior, and expressions of encouragement during lessons. When using Kahoot as a learning media, a positive emotional climate is indicated by students' enjoyment of the game-based format, friendly competition, and the creation of a supportive environment where students feel comfortable engaging with both peers and the teacher.

Mr. A, the Social Studies teacher, explained, "I noticed the classroom becomes livelier and more cheerful when Kahoot is used. Students laugh and encourage each other even when they don't know the answers. The atmosphere feels more relaxed and positive." This observation suggests that the interactive and playful nature of Kahoot helps reduce anxiety related to academic performance, replacing it with a fun and supportive environment. The researcher interprets this as evidence that Kahoot fosters social-emotional learning by creating opportunities for positive interactions and emotional bonding among students.

Student C shared, "When we play Kahoot, I feel happy and less nervous. Even if I get a question wrong, my friends cheer for me, and that makes me want to keep trying." This indicates that students experience emotional safety and peer support, which contribute to their willingness to participate actively without fear of embarrassment. The researcher views this as a crucial factor in building a positive emotional climate, where mistakes are accepted as part of learning and encouragement from peers strengthens student confidence.

During classroom observations, the researcher witnessed numerous instances of positive emotional interactions. Students were smiling, congratulating classmates on correct answers, and showing empathy when others struggled. The teacher's encouraging words and the cooperative spirit among students created a welcoming environment conducive to learning. The researcher interprets these behaviors as manifestations of a positive emotional

climate, which enhances students' motivation and willingness to engage in the learning process actively.

The data collectively demonstrate that the use of Kahoot significantly contributes to a positive emotional climate in the classroom. This climate is characterized by enjoyment, mutual encouragement, reduced anxiety, and a sense of belonging among students. Such an environment not only supports academic engagement but also fosters social-emotional development, making learning a more enjoyable and inclusive experience.

A clear pattern emerges showing that integrating game-based learning tools like Kahoot promotes a positive emotional climate by facilitating joyful interactions, reducing fear of failure, and enhancing peer support. This emotional environment benefits all students, including those who might otherwise feel isolated or anxious, thereby creating a more harmonious and effective learning community.

### **Teacher's Role as a Facilitator Became More Evident**

In this study, the teacher's role as a facilitator refers to the shift from traditional teacher-centered instruction toward guiding, supporting, and encouraging students in a more interactive learning environment. This role includes managing the learning process, providing timely feedback, fostering student autonomy, and facilitating the use of digital tools like Kahoot to stimulate student participation and critical thinking. In practice, this means the teacher moves from being the sole knowledge provider to a learning coach who helps students navigate through content dynamically.



**Figure 1. Lecturer Quality Coaching**

Mr. A, the Social Studies teacher, shared, "Using Kahoot changes how I teach. I'm not just delivering material but guiding students to explore and discuss answers. I monitor their progress in real-time and encourage them to think critically." This shows that the teacher's role evolved to actively facilitate learning rather than merely instructing. The researcher interprets this as a positive adaptation to digital learning tools, where the teacher enhances engagement by fostering a more student-centered approach.

Student D noted, "Our teacher helps us when we are confused during Kahoot games and explains the correct answers afterward. It feels like she supports us instead of just giving lectures." This feedback indicates that students perceive the teacher as a supportive guide, which encourages their learning confidence. The researcher views this as evidence that facilitation

improves students' understanding and comfort, enhancing the overall learning experience.

During observations, the teacher was seen actively interacting with students by providing hints, encouraging discussions, and promptly addressing misunderstandings during the Kahoot sessions. The teacher balanced between letting students explore independently and stepping in to scaffold learning when necessary. The researcher interprets this behavior as the embodiment of facilitation—creating an environment where students feel supported but remain responsible for their learning.

The findings clearly indicate that the teacher's role as a facilitator became more prominent when using Kahoot. The teacher's actions shifted from delivering content passively to actively guiding students through interactive learning, providing immediate feedback, and encouraging critical thinking. This transition supports a more engaging and student-centered learning environment.

The data reveal a consistent pattern where the teacher's facilitative role fosters greater student autonomy and engagement. By balancing guidance with independence, the teacher helps create a dynamic classroom where learning is a shared, interactive process rather than a one-way transmission of knowledge. This pattern highlights the crucial role of teachers in leveraging digital tools effectively to enhance educational outcomes.

## DISCUSSION

This study, conducted in the fourth-grade class at MI Sumberejo Paiton, Probolinggo, reveals that utilizing Kahoot as an interactive learning medium significantly boosts students' enthusiasm for learning Social Studies. The increase in student participation, enthusiasm during quiz activities, and livelier classroom atmosphere compared to traditional teaching methods highlights the powerful role of gamified learning tools in shaping students' engagement. These findings align closely with Sardiman's motivation theory, which emphasizes the influence of external factors, such as teaching media, on student learning motivation. Kahoot acts as a stimulating external trigger by offering visually appealing content, immediate scoring feedback, and a game-based learning environment, all of which foster both emotional and cognitive involvement among students (Sakdah et al., 2021).

When juxtaposed with previous studies, this research supports and extends the existing body of knowledge. For instance, Nurul Fajriyah (2023) found that Kahoot effectively increased learning enthusiasm in elementary school Social Studies through its engaging quiz approach. Similarly, Wiwik Sulistiawati (2021) documented improvements in student focus and

engagement with Kahoot. This study confirms that such positive effects are transferable to a madrasah ibtidaiyah setting like MI Sumberejo Paiton, where contextual challenges exist. However, unlike urban schools with better digital infrastructure, some students here initially struggled with operating the application, signaling a critical intersection between technology readiness and pedagogical innovation. This synthesis of findings underscores the importance of tailored implementation strategies that consider both student preparedness and infrastructure limitations.

The significance of this study lies not only in reinforcing existing motivational theories and prior empirical results but also in introducing a novel perspective on applying Kahoot within rural and religious-based educational contexts. Most prior research has predominantly focused on urban elementary schools with relatively advanced technological access. In contrast, this research provides valuable insights into how digital learning tools can be adapted and integrated in environments where technology use is still emerging. The reflective and participatory approach adopted here—where teachers actively support students through technical and motivational challenges—adds a methodological dimension often overlooked in previous investigations. This dynamic adaptation process offers a deeper understanding of the social-affective mechanisms that foster learning enthusiasm.

Consequently, this research contributes new conceptual and contextual knowledge by highlighting: (1) the unique challenges and opportunities of deploying interactive media in madrasah ibtidaiyah with limited technological resources; (2) the importance of reflective and adaptive teaching strategies in digital learning integration; (3) the critical role of socio-emotional factors in nurturing students' motivation through interactive platforms; and (4) strategic implications for developing localized digital cognitive skills. These contributions are particularly relevant in the era of educational transformation driven by the digital revolution, offering practical guidance for educators and policymakers aiming to bridge the digital divide and optimize learning outcomes in diverse educational settings.

## CONCLUSION

Based on the findings, it can be concluded that the use of Kahoot as an interactive learning medium effectively enhances students' enthusiasm for Social Studies. This improvement is evident in the high levels of student excitement, active participation in answering questions, and the livelier, more enjoyable classroom atmosphere. By employing a game-based learning approach, Kahoot offers a unique learning experience that stimulates intrinsic motivation and strengthens student engagement.

The implications of this study suggest that digital media like Kahoot can serve as an appealing alternative teaching tool, even in madrasah settings with limited technological infrastructure. Furthermore, the use of such interactive platforms has the potential to develop students' digital literacy skills from an early age while fostering a more collaborative and healthy competitive learning environment.

In light of these findings, it is recommended that teachers within MI schools gradually adopt interactive media such as Kahoot, taking into account students' readiness and available resources. Additionally, ongoing training and support for educators in utilizing educational technology are essential to ensure effective and sustainable integration of these tools into the teaching and learning process.

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