

Utilization of the Kahoot Application as a Medium for Islamic Education at Vocation High School: A Study of the Integration of Religious Values in Digital Learning Interactivity

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Abstract

The development of digital technology demands innovation in the learning process, including in Islamic Religious Education (PAI). Amidst the changing paradigm of 21st-century education, the integration of religious values and digital interactivity has become a strategic necessity in shaping students' character. This study aims to analyze the implementation of the Kahoot application as an interactive learning medium in Islamic Religious Education (PAI) at SMK Unitomo, and how its use can integrate religious values in the context of technology-based learning. The research method used is descriptive qualitative research with a case study approach. Data were collected through observations of learning activities, interviews with headmaster, teachers and students, and documentation of learning activities using Kahoot. Data analysis was carried out interactively through the stages of data reduction, data presentation, and drawing conclusions. The results of the study indicate that the use of Kahoot can increase student motivation, participation, and understanding of Islamic Religious Education (PAI) materials. Moreover, the digital interactivity created through Kahoot provides a space for teachers to instill religious values such as honesty and responsibility in a fun learning atmosphere. The process of integrating religious values occurs naturally through an educational game mechanism based on healthy competition.

Keyword: Kahoot, Islamic Education Learning Media, Religious Values, Digital Learning.

Abstrak

Perkembangan teknologi digital menuntut inovasi dalam proses pembelajaran, termasuk dalam Pendidikan Agama Islam (PAI). Di tengah perubahan paradigma pendidikan abad ke-21, integrasi nilai-nilai agama dan interaktivitas digital telah menjadi kebutuhan strategis dalam membentuk karakter siswa. Penelitian ini bertujuan untuk menganalisis implementasi aplikasi Kahoot sebagai media pembelajaran interaktif dalam Pendidikan Agama Islam (PAI) di SMK Unitomo, serta bagaimana penggunaannya dapat mengintegrasikan nilai-nilai agama dalam konteks pembelajaran berbasis teknologi. Metode penelitian yang digunakan adalah penelitian kualitatif deskriptif dengan pendekatan studi kasus. Data dikumpulkan melalui observasi aktivitas pembelajaran, wawancara dengan kepala sekolah, guru, dan siswa, serta dokumentasi aktivitas pembelajaran menggunakan Kahoot. Analisis data dilakukan secara interaktif melalui tahap

reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penggunaan Kahoot dapat meningkatkan motivasi, partisipasi, dan pemahaman siswa terhadap materi Pendidikan Agama Islam (PAI). Selain itu, interaktivitas digital yang diciptakan melalui Kahoot memberikan ruang bagi guru untuk menanamkan nilai-nilai agama seperti kejujuran, tanggung jawab, dan kerja sama dalam suasana pembelajaran yang menyenangkan. Proses integrasi nilai-nilai agama terjadi secara alami melalui mekanisme permainan edukatif yang didasarkan pada kompetisi sehat.

Kata Kunci: Kahoot, Media Pembelajaran Pendidikan Islam, Nilai-Nilai Keagamaan, Pembelajaran Digital.

A. Introduction

The development of information and communication technology in the era of the 4.0 industrial revolution has brought significant changes to the world of education, including how teachers teach and students learn. Digital transformation has encouraged the emergence of various technology-based learning innovations, which not only improve the effectiveness of material delivery but also encourage active student engagement in the learning process. In this context, the use of digital media such as Kahoot is one innovative alternative for creating an interactive, collaborative, and enjoyable learning atmosphere.¹

Islamic Religious Education, as an integral part of the national education system, plays an important role in shaping the character and morals of students. The main objective of IRE is not only to transfer religious knowledge, but also to instill religious values that can be internalized in everyday life.² However, in practice, PAI learning is often considered monotonous and uninteresting for students, especially in vocational schools that are more oriented towards practical skills. Therefore, an adaptive pedagogical approach to the times is needed without eliminating the spiritual values that are at the core of PAI.

The integration of digital technology in PAI learning is a strategic step to bridge these needs. Kahoot, as a game-based learning application, offers an interactive learning experience through a digital quiz system that can be accessed online. This medium has been proven to increase student motivation and participation because it combines elements of competition, entertainment, and learning simultaneously.³ In the context of PAI learning, the use of Kahoot

¹ Zainuddin, Z. (2021). *Digital Pedagogy and Gamification in Islamic Education*. *Journal of Islamic Educational Studies*, 9(1), 33–48.

² Rijal, F. (2025). Digital innovation in Islamic religious education: Integrating technology to strengthen internalization of Islamic values. *Sinthop: Jurnal Kajian Agama dan Pendidikan Islam*, 9(1), 45–57.

³ Licorish, S. A., Owen, H. E., Daniel, B., & George, J. L. (2018). *Students' Perception of Kahoot!'s Influence on Teaching and Learning*. *Research and Practice in Technology Enhanced Learning*, 13(9), 1–23.

can be a vehicle for instilling religious values through fun and collaborative learning activities.⁴

Although the integration of digital technology, including Kahoot, has been widely applied in the learning of various subjects, there is a research gap that needs to be addressed in the context of Islamic Religious Education, especially at the vocational school level. So far, most studies have focused on the effectiveness of Kahoot in increasing motivation, learning outcomes, and student engagement in general, but there have not been many studies that specifically examine how substantive religious values can be pedagogically integrated into game-based activities (Fikri & Hasan, 2021; Rahmawati, 2022). In fact, PAI learning does not only require cognitive improvement, but also emphasizes value internalization, which is the spirit of religious education. This research gap becomes even more significant when linked to the context of vocational schools, where students are more focused on strengthening their work ethic, integrity, and readiness to enter the industrial world. Therefore, research on the implementation of Kahoot in PAI learning at Unitomo Vocational School is important not only to see the effectiveness of this digital media but also to explore how religious values can be creatively transformed in digital interactivity so that learning remains spiritually meaningful.

B. Method

1. Approach and Type of Research

This study uses a descriptive qualitative approach with a case study type. This approach was chosen because the study focuses on a deep understanding of the phenomenon of using the Kahoot application in Islamic Religious Education learning and the process of integrating religious values into it. The qualitative approach allows researchers to explore the meanings, experiences, and perceptions of teachers and students comprehensively.⁵ Case studies are used to examine the contextual implementation of Kahoot at SMK Unitomo as the research location.

2. Research Location and Subjects

The research was conducted at SMK Unitomo Surabaya, which was selected purposively because this school has adopted a digital learning approach in several subjects, including PAI. The research subjects included:

- a. 1 PAI teachers as implementers of Kahoot-based learning
- b. The principal that provides technology-based learning policies
- c. Grade X students from various majors

⁴ Cecep, S. R., & Hidayatullah, M. (2025). Using Kahoot! learning game media to improve students' learning results in Islamic Education and Character Lessons. *Tadibuna: Journal of Islamic Education*, 14(2), 115–126.

⁵ Creswell, J. W. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). Sage Publications.

Subject selection was conducted using purposive sampling, which involves selecting informants who are considered to have relevant experience and information related to the research focus.⁶

3. Data Collection Techniques

Data was collected through three main techniques:

a. Participatory Observation

This was conducted to directly observe PAI learning activities using the Kahoot application, including teacher-student interactions, student responses, and the dynamics of religious values that emerged during the activities. This observation was conducted during three meetings because those three meetings used Kahoot as a medium for PAI learning.

b. In-depth Interviews

Interviews were conducted with PAI teachers, students, and school officials to obtain qualitative data on perceptions, experiences, and the obstacles and benefits of using Kahoot. The interview guidelines were semi-structured to allow for exploration of relevant issues.

c. Documentation

Additional data was obtained through supporting documents such as the Lesson Plan, Kahoot quiz results, teacher reflection notes, and photos of learning activities. This documentation served to strengthen the validity of the observation and interview results

4. Data Analysis Technique

Data analysis used the Miles and Huberman model, which consists of three interactive stages, namely: Data Condensation, which is the process of selecting, simplifying, and grouping data relevant to the research focus.⁷ Data Presentation, in the form of narrative descriptions and thematic matrices that describe the results of observations and interviews. Drawing Conclusions and Verification, carried out repeatedly to obtain valid and meaningful findings.

All data were analyzed inductively, starting from empirical facts in the field to conceptual generalizations related to the effectiveness and meaning of religious value integration through Kahoot.

5. Data Validity Test

To ensure the validity and credibility of the data, the researchers applied four validity criteria according to Lincoln and Guba, namely:

- a. Credibility through triangulation of sources and methods (observation, interviews, documentation);

⁶ Sugiyono. (2019). *Metode Penelitian Kualitatif, Kuantitatif, dan R&D*. Bandung: Alfabeta.

⁷ Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). Thousand Oaks, CA: SAGE Publications.

- b. Transferability by providing detailed contextual descriptions of the location and research subjects;
- c. Dependability by conducting an audit of the research process by an academic supervisor; and
- d. Confirmability by documenting the entire analysis process transparently to avoid researcher bias

C. Result and Discussion

1. The Use of the Kahoot Application in Islamic Education Learning at SMK Unitomo

This research was conducted at SMK Unitomo Surabaya, a vocational high school located in an urban area with a heterogeneous student body from various social, economic, and cultural backgrounds. The research focused on the experiences of Islamic Education (PAI) teachers and students in utilizing the Kahoot application as a digital-based learning medium. This activity was carried out in the even semester of the 2025/2026 academic year. The researcher conducted in-depth interviews with the principal, PAI teachers, and several 10th grade students, including: X TKJ 1, X PMHP, X APHP, and X Animation.

The PAI teacher explained that before Kahoot, learning activities were usually conducted conventionally through lectures and group discussions in class. Although this method is still relevant, teachers feel that students often appear less enthusiastic, especially during the last class or when the material being discussed is conceptual, such as aqidah or fiqh. The PAI teacher said:

“PAI learning tends to rely on lectures, so students sometimes get bored and don't feel like they're the center of attention. That's why I decided to use the Kahoot app in my teaching.”

This is what pushed her to find a new approach to make learning more lively and interesting for students. When she first tried Kahoot, the teacher admitted that she had doubts about whether this game-based media would be suitable for PAI lessons. However, after the first trial, the students' response was much more positive than expected. As stated by Ustadzah Salsa:

“Actually, I was a little hesitant at the beginning of the lesson because the students had never learned with Kahoot before, but when Kahoot was implemented in the lesson, the students were very enthusiastic about using it.”



Figure 1. Display of questions in the Kahoot application in Islamic Education learning

The results of the observation showed that Islamic Education teachers at SMK Unitomo had integrated the Kahoot application into several stages of learning, particularly in evaluation and reinforcement activities. The implementation process was carried out systematically, beginning with the preparation of materials by teachers, the creation of quizzes based on Islamic values, and the implementation of classroom learning using projectors and students' devices. Teachers use Kahoot as a medium to review material on Islamic beliefs, morals, and cultural history. Each game session lasts 15-20 minutes and is followed by a reflective discussion on the religious meaning behind each question. Through this activity, students show great enthusiasm, as evidenced by their increased activity in asking questions, answering, and working together in groups.

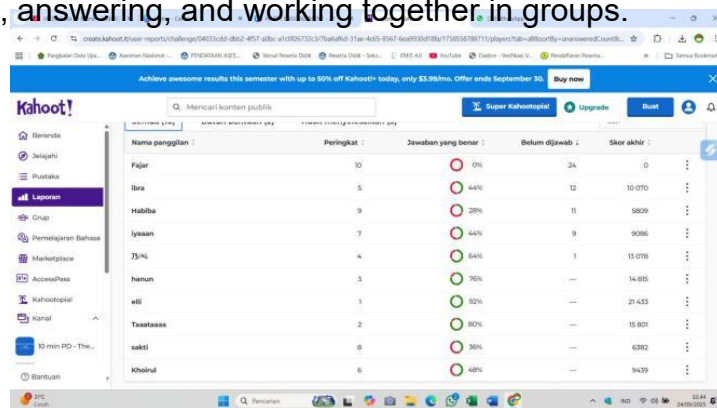


Figure 2. Final score data

After implementing learning using the Kahoot application, Ustadzah Salsa also said that:

“Using the Kahoot application can have a positive impact on me and my students. They are very enthusiastic about participating in PAI lessons because the application is very interactive and encourages students to learn. I also find that the learning evaluation process has become easier and more interesting, and at the same time, I can assess the results.”

These findings are in line with the research by Licorish et al, which

shows that Kahoot can increase learning motivation and create an interactive classroom atmosphere. In addition, game-based learning such as Kahoot provides space for students to learn without pressure, strengthens their memory of religious concepts, and fosters a spirit of healthy competition.

2. Increased Interactivity and Learning Motivation Among Students

From interviews with students, most admitted that learning with Kahoot made them more enthusiastic and less bored in PAI lessons. This app is considered to create a more dynamic learning atmosphere than conventional methods such as lectures or question and answer sessions.



Figure 3. One of the students when working on questions in the Kahoot application

The interactivity generated by Kahoot occurs not only between teachers and students, but also among students. Students compete with each other to answer questions quickly, while also supporting each other in group discussions. According to Sari and Nugroho,⁸ the social interaction built in Kahoot-based learning can strengthen collaborative, communication, and critical thinking skills.

With the ease and usefulness of the interactive Kahoot application, PAI teacher Ustadzah Salsa also explained that:

“Previously, we only used media such as cardboard, and the lecture method alone was considered inefficient. However, after using Kahoot, it turns out that students are more motivated and enthusiastic about PAI

⁸ Sari, P., & Nugroho, E. (2020). *Kahoot sebagai Media Pembelajaran Interaktif dalam Meningkatkan Partisipasi Siswa. Jurnal Teknologi Pendidikan*, 8(3), 234–243.

lessons, and there is indeed a significant difference in the improvement of students' grades/learning outcomes."

In the context of PAI, this form of interactivity becomes a means of habituating positive behaviors such as cooperation, sportsmanship, and respect for others, all of which fall within the realm of religious values. This shows that digital technology can be a vehicle for character building, not just a teaching aid.

3. Integration of Religious Values in Digital-Based Learning

The results of the study show that the integration of religious values in PAI learning through Kahoot occurs in three main dimensions: cognitive, affective, and socio-religious.

- a. Cognitive Aspect: Questions in Kahoot are designed not only to test factual religious knowledge, but also to encourage understanding of the moral values behind verses and hadiths. For example, a quiz about honesty and responsibility is linked to verse QS. Al-Ahzab [33]: 70, so that students not only answer correctly, but also understand the ethical context.
- b. Affective Aspect: Through reflection after the quiz, teachers invite students to interpret the religious meaning of their answers. This reflective process strengthens spiritual awareness and fosters empathy among students.
- c. Social-Religious Aspect: The atmosphere of healthy competition in Kahoot fosters the values of honesty and responsibility. Students learn that winning is not only about speed in answering, but also sincerity in participating.

These findings support Abdullah's view that religious values can be integrated contextually through digital media, as long as the content and learning process are directed towards the formation of moral and spiritual awareness.⁹

Teachers play an important role as designers and facilitators in creating a learning ecosystem that integrates moral elements with digital interactivity. At the design stage, teachers compile materials and questions in Kahoot that not only contain cognitive aspects but are also contextual with Islamic values such as honesty and responsibility.¹⁰ For example, in a quiz session on morals, students are asked to reflect on the meaning of honesty in digital life, such as social media ethics or responsibility in using technology. This approach is in line with the principle of reflective learning, which emphasizes the importance of moral experiences in the learning process.¹¹

⁹ Abdullah, M. (2020). *Integrasi Nilai-Nilai Religius dalam Pembelajaran Digital*. *Jurnal Pendidikan Islam Modern*, 5(2), 101–115.

¹⁰ Handayani, D., Lisnawati, S., & Abristadevi, A. (2025). Pengaruh penggunaan aplikasi Kahoot! terhadap minat belajar pada mata pelajaran Sejarah Kebudayaan Islam (SKI). *Masaliq: Jurnal Pendidikan Agama Islam*, 5(1), 33–44.

¹¹ Utami, R. A., & Kurniawan, D. (2025). Perspectives on usability, content quality, and effectiveness of digital learning modules. *Journal of Educational Research and Evaluation*, 6(2), 78–90.

In practice, Kahoot-based learning creates a healthy and enjoyable competitive atmosphere. Students show great enthusiasm in answering questions and demonstrate behavior that reflects the values of *ukhuwah* (brotherhood) and *tawadhu'* (humility). They learn to appreciate results, acknowledge mistakes, and interpret victory as a form of gratitude, not arrogance. This situation shows that digital interactivity can be an effective means of fostering spiritual awareness in a collaborative social context. According to Zainuddin, the digitization of religious learning should not be understood as merely a transformation of methods, but as a new spiritual space that allows Islamic values to grow in a more dynamic dimension. Echoing the Principal's statement, he stated:

"Vocational School Unitomo has a vision of being independent, competent, and religious. Therefore, Kahoot learning strongly supports this vision. Therefore, I truly appreciate and support Islamic Religious Education (PAI) learning with the concept of integrating religious values into digital learning."

The reflection stage after the activity is the most important part of the process of integrating religious values. Teachers guide students to reflect on the meaning of each activity that has been carried out during learning. For example, the accuracy of answering quizzes is associated with the value of *istiqamah* in seeking knowledge, while a sporting attitude is associated with the value of *amanah*.

Through this kind of reflection, students not only understand Islamic teachings theoretically, but are also able to relate them to their behavior and attitudes in the digital environment they encounter every day. Rahmawati emphasizes that value-based reflection is at the core of PAI learning processes that are oriented towards character building and spirituality.¹²

The results of the observation also show that Kahoot-based PAI learning has a double impact on student motivation and character. Pedagogically, this application increases cognitive engagement through educational games that encourage students to think quickly and accurately. However, more than that, Kahoot also plays a role in building valuable social interactions, such as attitudes of cooperation, tolerance, and responsibility. From the perspective of Gardner's (2000) theory of multiple intelligences, this approach activates students' interpersonal, intrapersonal, and spiritual intelligences simultaneously, making learning more holistic. Thus, technology is not only an instructional aid but also a vehicle for shaping religious character that is adaptive to the times.

Other findings show that the success of integrating religious values into digital learning is highly dependent on teacher readiness and school culture. Not all Islamic Education teachers have adequate digital skills, so intensive

¹² Rahmawati, E., & Nizar, F. (2023). Integrasi Nilai-Nilai Islam dalam Media Digital Pendidikan. *Jurnal Pendidikan dan Kebudayaan Islam*, 15(2), 102–118.

training in developing Islamic value-based learning media is necessary. In addition, school support in the form of adequate internet facilities and digital devices is also a key prerequisite for the program's success. At SMK Unitomo, the synergy between teachers and the school institution is a key factor in creating a learning ecosystem that supports this innovation. Teachers actively develop a digital-based learning model called "Interactive PAI Based on Values," which combines elements of digital quizzes, spiritual reflection, and thematic discussions. This model not only improves cognitive learning outcomes but also strengthens the religious values and spiritual discipline of students. Similar research by Fitriani at SMK Muhammadiyah Yogyakarta also found that the use of gamification in PAI significantly increased students' religious values and moral engagement.

A more in-depth discussion shows that the integration of religious values through digital technology is actually a form of epistemological transformation in Islamic education.¹³ Whereas previously religious learning tended to focus on memorization and dogma, it is now moving towards a more contextual, reflective, and participatory approach. The Kahoot application is a concrete example that spirituality can be present in the digital space without losing its essence. From Al-Attas' perspective,¹⁴ this illustrates the principle of al-tawhid al-ma'rifiy, the unity between knowledge and faith, which asserts that true knowledge is that which leads humans to awareness of God. Thus, digitization is not a threat to Islamic education, but rather an opportunity to reintroduce Islamic moral messages in a language and medium that is familiar to the younger generation

The results of this study confirm that the integration of religious values in digital-based learning at SMK Unitomo has not only succeeded in increasing learning motivation but also in fostering Islamic digital ethics. Students are not only users of technology but also learners who are aware of values. They are encouraged to understand that every digital activity must be accompanied by moral and spiritual responsibility. In this context, Kahoot-based PAI learning is a true reflection of the synergy between religiosity and modernity, between spiritual values and digital intelligence, which is the new direction of Islamic education in the era of the 4.0 industrial revolution.

D. Conclusion

Research on the use of the Kahoot application in Islamic Religious Education (PAI) at SMK Unitomo Surabaya produced a number of important findings which show that the integration of digital technology in religious

¹³ Hasyim, M. (2020). Digital Piety in the Modern Muslim Context: Integrating Religious Values in Online Learning. *Jurnal Pendidikan Islam*, 9(1), 35–52.

¹⁴ Al-Attas, S. M. N. (1993). *Islam and Secularism*. International Institute of Islamic Thought and Civilization (ISTAC).

education can be effective if it is based on religious values and appropriate pedagogical strategies. The Kahoot application has been proven to not only increase student interest and participation in the learning process, but also serve as a means of instilling Islamic spiritual values such as honesty and responsibility. In other words, Kahoot has functioned dualistically as an interactive learning medium and a tool for religious character education. This conclusion confirms that the use of Kahoot in PAI learning at SMK Unitomo Surabaya has proven that technological advances can synergize with Islamic values. Technology does not have to be a threat to morality, but can be a medium for da'wah, character building, and strengthening spiritual identity. This success is an inspiration that Islamic education in the future needs to be designed with an approach that combines faith and innovation, so that it can produce a generation of Muslims who are intellectually intelligent, emotionally mature, and spiritually strong.

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