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Available at:
https://journal.nahnuinisiatif.com/index.php/ARJI
Volume 7 Number 3 Year 2025
DOI : 10.61227
E-ISSN : 2775-0787
P-ISSN : 2774-9290

Action Research Journal Indonesia

2169 – 2183

Kahoot in Teams Games Tournament to Improve Elementary School Students' Learning Engagement

Article Submitted :
2025-07-03
Article Received :
2025-07-23
Article Pusblished :
2025-07-23

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Kata Kunci:
kahoot; learning model; teams games tournament; learning engagement

Abstrak: Motivasi belajar merupakan faktor krusial dalam menentukan keberhasilan belajar siswa, dan hal ini belum nampak optimal di SDN 3 Barru, Sulawesi Selatan. Oleh karena itu, perlu dilakukan tindakan kelas untuk mengatasi masalah tersebut. Tujuan utama penelitian ini adalah untuk mengetahui apakah mengintegrasikan Kahoot dalam model *team games tournament*(TGT) dapat meningkatkan proses belajar dan keterlibatan siswa. Jenis penelitian ini adalah tindakan kelas dengan pendekatan kualitatif. Subjek penelitian berjumlah 20 orang, terdiri dari 1 guru dan 19 siswa. Pengumpulan data melalui observasi dan dokumentasi. Teknik analisis melalui tahap kondensasi, penyajian, dan kesimpulan. Dilaksanakan dalam 2 siklus, dengan dua kali pertemuan pada setiap siklus. Pada siklus I, keterlibatan siswa menunjukkan perkembangan dan minat mengikuti pembelajaran. Namun, hal itu belum optimal. Pada siklus II, siswa yang mencapai level baik pada keterlibatan belajar naik signifikan, dari 61% menjadi 89%. Hal ini menunjukkan keterlibatan yang jauh lebih tinggi, terlihat dari karakteristik siswa yang siap menerima pembelajaran, berkonsentrasi mengikuti pembelajaran, mampu mengingat materi, aktif bermain, bekerja sama dengan baik dalam menyelesaikan tugas guru/kelompok, dan berkontribusi positif bagi kelompok. Integrasi media digital interaktif seperti Kahoot dengan pendekatan kolaboratif seperti TGT dapat menciptakan pembelajaran yang terstruktur, bermakna, dan menyenangkan. Kesimpulannya, integrasi Kahoot ke dalam model pembelajaran TGT dapat meningkatkan proses pembelajaran dan keterlibatan siswa.

Keywords:

Abstract: Learning motivation is a crucial factor in determining students' learning success, and this has not been seen optimally in

kahoot; learning model; teams games tournament; learning engagement

SDN 3 Barru, South Sulawesi. Therefore, carryinga class action to overcome this problem. This study's essential purpose was to determine whether integrating Kahoot in the team's games tournament (TGT) model can improve students' learning process and engagement. The type of research is classroom action with a qualitative approach. The research subjects were 20 people, consisting of 1 teacher and 19 students. Data collection through observation and documentation. Analysis techniques through the stages of condensation, presentation, and conclusion. It was carried out in 2 cycles, with two meetings in each cycle. In cycle I, student engagement showed development and interest in participating in learning. However, it is not yet optimal. In cycle II, students who achieve a good level of learning engagement increased significantly, from 61% to 89%. As seen from the characteristics of students who are ready to receive learning, concentrate on following learning, the ability to remember material, actively fight in games, work together well in completing teacher/group assignments and in contributing value to the group. Integrating interactive digital media like Kahoot with a collaborative approach like TGT can create structured, meaningful, and enjoyable learning. The conclusion is that integrating Kahoot into the TGT learning model can improve the learning process and students engagement.

INTRODUCTION

Natural and social sciences are subjects integrated into one unit from two fundamentally different aspects of science.(Adnyana & Gusti, 2023) state that science studies living things, inanimate objects, and the surrounding nature, while the subject of social studies human life as individuals and social beings interacting with the surrounding environment. The existence of science and social studies subjects combined into IPAS aims for students to understand the problems of the natural and social environment. Therefore, IPAS learning needs to be adequately implemented.

The role and challenges of teachers are of particular concern in the continuity of the learning process, especially in the subjects of science and natural sciences. According to Nurfitriyana & Sujarwo (2021), The most important part that determines the success of the teaching process are the educator, the learner, and the supporting or learning tools; these three parts must exist and complement each other to improve and support the implementation of learning activities. If the IPAS learning process is implemented well and interestingly, students will be enthusiastic and create collaborative learning. Setyawan et al. (2020) state that adequate class organization is needed to create effective learning and a pleasant learning atmosphere, including choosing the right learning aids and models for teachers. Furthermore, to Fahrunnisa & Violla (2024) state that in science learning, every action plan taken during learning, starting from objectives, materials, models, media, or learning tools and evaluations, needs to be arranged through careful planning so that learning can run well to obtain the desired results. As a response, innovation becomes necessary for a teacher to implement effective learning through teaching models that are significant to the conditions and learning styles of students.

The phenomena in the field show that various problems arise in implementing the teaching and learning process. Several obstacles in learning science activities impact the students' less-than-optimal engagement in participating in learning. Teacher and student aspects influence this problem. The aspect of the teacher is that the teacher does not make maximum use of media that involves students, the teacher rarely gives students space to ask questions, discuss or express opinions so that student engagement is low, the teacher only uses media as a tool without allowing students to interact directly with him, while the aspect that comes from the students is that in the learning process they appear less enthusiastic and less interested in participating in learning, students are still passive and easily bored even though the learning process has implemented group activities, there is a lack of enthusiasm from students in participating in learning.

Efforts to increase the engagement of fifth-grade students in learning science content require the application of the correct learning approach or model in presenting teaching materials that provide space for students to take a direct role in the learning process through exchanging opinions, working together, interacting with each other, both between teachers and students. From this, the way to solve the impact of the problem of decreasing student engagement in science learning is the appropriate model and media so that students can be actively involved in learning.

Available at : https://journal.nahnuinisiatif.com/index.php/ARJI
DOI : 10.61227
P-ISSN : 2774-9290
E-ISSN : 2775-0787

One element of learning that can be applied to increase student learning engagement is using the Teams Games Tournament (TGT) learning model, where learning focuses on students with teaching in the form of team games that can provide high student enthusiasm in the learning process. TGT is a cooperative learning that is implemented by starting the learning activities of students by listening to the teacher's explanation, studying in groups (Teams), playing games (competitions), then achieving mastery of the material (Tournament) and ending with recognition of team performance (awards) (Mulyani et al., 2018; Zahra et al., 2025). TGT is an appropriate model because it can shift learning focus from an approach that relies on teacher teaching to one oriented towards students so that teachers and students are actively involved while learning. In addition to supporting student activities in learning activities, using aids or media is essential to strengthen direct engagement.

These aids or media can be in the form of learning devices using online-based games, namely Kahoot. Kahoot is a learning platform that has various features, one of which is a quiz game feature. Permana (2021) explains that Kahoot has quiz, game, discussion, and survey features. The role of Kahoot in this study is its integration both in delivering or presenting material and in games in the form of quizzes, so it is very appropriate if used or combined with the TGT learning model. Integrating TGT with the Kahoot tool can increase student engagement to be more enthusiastic in learning. Mustofiyah et al. (2025) state that the integration of Kahoot and TGT has the potential to make learning activities interesting and enjoyable. Rojatun et al. (2024) state that the use of Kahoot media in the TGT method can facilitate this interaction and collaboration; students, interestingly and interactively, can work together in answering Kahoot questions, exchanging ideas, and helping each other in learning. The combination of the TGT and Kahoot models makes the learning atmosphere fun; students become active, excited, and enthusiastic so that student learning engagement increases (Wulandari et al., 2024).

Various studies have examined TGT learning models and the use of Kahoot at the elementary school level. Anggraeni & Supriyono (2019) state that TGT implementation can increase student engagement. This is in line with research by Nuraeni et al. (2019), after implementing the TGT model, can improve student learning activities in the class. Emilio et al. (2024) also concluded that using the Kahoot media platform could increase student engagement and strengthen student mastery in understanding the topics taught. Muzayanati et al. (2022) research also showed that the Kahoot! games effectively attracted students' attention, as evidenced by the results of the student's achievement and learning motivation questionnaire, which increased.

From several studies on implementing TGT and using Kahoot at the elementary school level, Kahoot is generally only used in the assessment or evaluation steps of student learning outcomes. They have not tried to implement Kahoot by integrating Kahoot into the entire TGT steps/syntax. This research gap needs to be supplemented with a study that integrates it into the TGT learning model. In addition, this study needs

to be conducted to overcome the problem of the low learning process and student learning engagement in 5th grade SDN 3 Barru. For this reason, this study answers two questions: 1) how is the integration of Kahoot in the TGT learning model to improve the learning process of Science on Cultural Heritage in Indonesia for 5th grade students of SDN 3 Barru? 2) Can integrating Kahoot in the TGT learning model improve the engagement of learning Science on Cultural Heritage in Indonesia for 5th grade students of SDN 3 Barru?

METHOD

This research uses a qualitative approach. Waruwu (2023) explains that qualitative research is a descriptive approach that aims to explain and describe various phenomena, events, and social situations used as scientific observation materials. According to its purpose, the research method considered appropriate is classroom action research (CAR) because it starts from problems in the classroom and takes real steps to improve the learning process and results (Nurulanningsih, 2023).The research was conducted at SDN 3 Barru, South Sulawesi. The subjects of this study were 5th grade students of SDN 3 Barru who were involved in learning activities on science material, namely 13 males and 6 females with 1 homeroom teacher.

The series of action research is divided into 3 phases, namely pre-action and cycle action, using the Kemmis and Taggart model, where the action is described as a series that continues to develop, including aspects ranging from designing, implementing, observing, to reflecting on activities (Machali, 2022; Wijaya et al., 2023). The research design can be seen in Figure 1. In this study, the action was to integrate the interactive Kahoot media into all steps/syntax of the TGT learning model. According to Hasanah (2021), the stages of the TGT model are as follows: Class Presentations, Group Learning (Teams), Games, Tournaments and Group Awards.

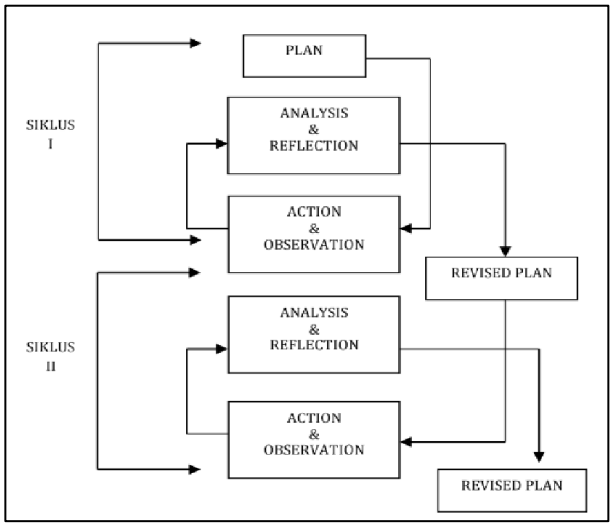

Figure 1. Research Design

The research was conducted at SDN 3 Barru, South Sulawesi. The subjects of this study were 5th grade students of SDN 3 Barru who were involved in learning activities on science material, namely 13 males and six females with 1 class teacher.

Data collection techniques in the study were observation, documentation, and reflection. The data collection instruments used were observation sheets, documentation sheets, and reflection sheets. Observation sheets were developed based on indicators of student learning engagement according to Hidayati (2010), which include: 1) Student readiness to receive lessons, 2) Ability to recall material/knowledge, 3) Concentration in following lessons and learning stages, 4) Ability to answer teacher's questions 5) Ability to play an active role in group discussions 6) Ability to work together in groups 7) Ability to complete teacher/group assignments 8) Ability to play an active role in games 9) Ability to contribute value to the group.

The data analysis technique used is a technique that follows the concept based on Miles and Huberman, which is divided into four systematic stages, namely data collection, data condensation, data presentation, and the final stage in the form of concluding or verification (Nurfatimah et al., 2020).

This study uses two indicators of research success: process and result.

Table 1. Process and Result Achievement

Rate	Qualification
76% - 100%	Good
60% - 75%	Enough
0% - 59%	Less

Source: Adapted from Djamarah & Zain (Yulia et al., 2022)

The success of this research process is marked if all stages of the implementation of TGT learning assisted by Kahoot reach a level of 76% - 100% implemented well so that it achieves a Good qualification result. While the research result engagement indicator is stated to have been achieved, if 76% of students are in the good level of learning engagement.

RESULTS

Cycle I

In cycle 1, the learning process consists of three main parts, namely introduction, core, and closing, all of which follow the flow of the Teams Games Tournament (TGT) model with the use of Kahoot media, namely: 1) Presentation of material, the teacher makes a presentation using Kahoot in the form of a power point, 2) Group learning, the teacher divides students into five heterogeneous groups, distributes teaching materials and LKPD for students to discuss, 3) gameplay (individually), the teacher explains and facilitates students to play Kahoot individually, 4) Competition (Tournament), the teacher explains and facilitates students to play Kahoot in groups, 5) Group awards, the teacher

displays the points obtained and announces the group with the highest score to be awarded as the winner of the quiz.

The teaching materials used in cycle I in the form of Kahoot PowerPoint media, teaching modules containing material on definitions, types, and examples of cultural heritage in Indonesia, which are the focus of this learning, Student worksheets used by each group to write down the number of points obtained from the Kahoot quiz to engage students more and create a fun learning experience, Kahoot is used in every stage of the TGT model, from presenting the material to giving awards. Kahoot is played individually and in groups and contains 10 random questions with multiple-choice and true/false options, as well as multiple-choice questions, to measure the level of student understanding of the main material being studied.

After the implementation of cycle 1, the learning process by integrating Kahoot in the TGT model showed quite good initial enthusiasm from students, who were interested in participating in learning because of its game elements. This is shown in the documentation data in Figure 2. The observation results show that the teacher's activities have reached the Good qualification. However, they still need improvement, while student learning activities and student engagement in learning are still in the Enough category. Teacher activities obtained an achievement percentage of 86%, student activities had a percentage of 61%, and student learning engagement was 61%. This was obtained from 18 students; seven students were categorized as not yet producing successful student learning engagement, namely ≥76, and only 11 students were categorized as achieving the Good category in their learning engagement.

Furthermore, the researcher conducted a reflection according to the results of the teacher's notes in the observation sheet, there were advantages and disadvantages. The advantages are that the researcher can raise the enthusiasm and motivation of students to learn. The researcher interestingly presents the material. At the same time, the disadvantages are seen in terms of teacher and student activities, namely 1) presentation of the material, the teacher still talks too much without involving students in discussions or questions and answers, many students are not focused and less active in writing down the main points of the material from the teacher's explanation. 2) Learning in groups: Several students are still passive and less active in discussing, which shows that teacher guidance during group work still needs to be improved. 3) In Games and tournaments, many students quickly answer without understanding the questions. At the same time, for teachers, it is necessary to improve the visual appearance and variety of questions used to make them more interesting and pay attention to the form of writing questions; 4) Group awards, it appears that the losing group becomes less motivated. Therefore, teachers are advised to give awards not only to the winners but also as a form of positive appreciation to the entire group so that they remain motivated. Thus, the activity of overall learning engagement can increase in the next cycle.

Available at : https://journal.nahnuinisiatif.com/index.php/ARJI
DOI : 10.61227
P-ISSN : 2774-9290
E-ISSN : 2775-0787

Figure 2. Implementation of Action Learning in Cycle 1
(Figure Source: Research documentation by researchers)

Cycle II

The implementation of cycle II actions continues the previous cycle in improving learning to achieve the expected results. The planning and implementation process of learning activities is the same as the previous cycle, only that learning in this cycle focuses on continuing the primary material taught, namely history, products, and the importance of maintaining and preserving cultural heritage and heritage recognized by UNESCO.

After the improvements were made, the learning process experienced significant improvements in cycle II. Teachers began to get used to the TGT steps and Kahoot so that classroom management improved. The atmosphere became more fun and lively. It was seen that students were more active and enthusiastic in participating in activities, mainly because they already understood how to work in groups and the use of Kahoot as a quiz medium. This is by the documentation data in Figure 3.

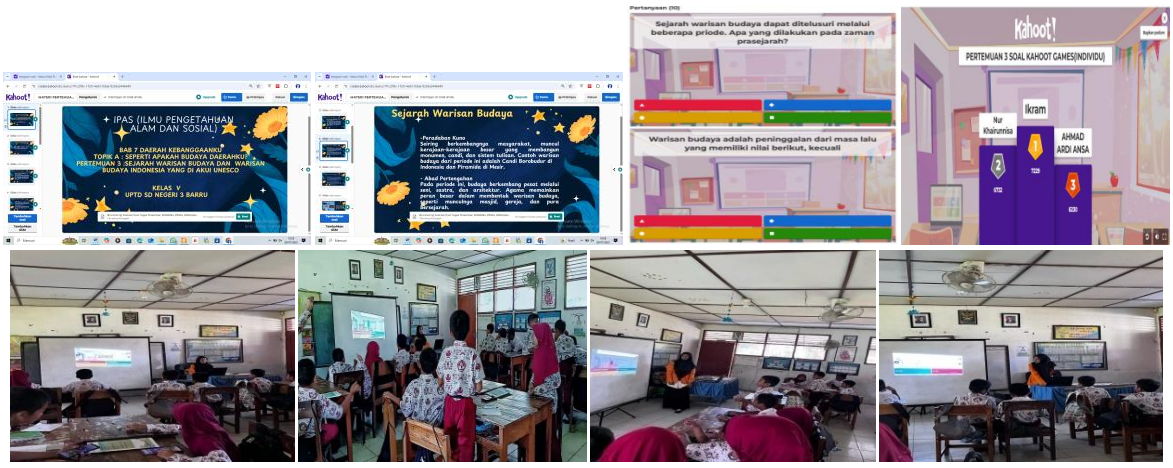

Figure 3. Implementation of Action Learning in Cycle 2
(Figure Source: Research documentation by researchers**)**

Student engagement increased; almost all students participated in group discussions and quiz sessions. The teacher also managed to provide more even guidance

to each group. In addition, interactions between students in the group went well; this shows that the implementation of the learning model integrated with Kahoot began to effectively motivate and improve cooperation, and students' learning attitudes increased to be more disciplined, focused, and active during the learning process.

The results of observations in cycle II of teacher activity, student activity, and student learning engagement obtained a Good qualification. Teacher activity was 93%, student activity was 94%, and student learning engagement was 89%. This was obtained from 19 students, namely two students classified as not having achieved success in learning engagement ≥ 76, and only 17 students were categorized as having achieved success in learning engagement and having achieved success indicators.

Furthermore, the researcher conducted a reflection according to the observer and the teacher's notes on the observation sheet; the learning had generally gone well. The teacher succeeded in creating interactive, enjoyable learning and fostering student enthusiasm through digital media such as Kahoot and the cooperative learning model, namely TGT. However, in its implementation, several shortcomings were found and needed to be considered, including the teacher needing to increase the volume of the voice when explaining; there were still students who did not write/note down important points from the learning, some students still followed along answering the Kahoot quiz questions, and when playing the quiz, they needed to pay attention to the internet conditions.

Based on the explanation above, in cycle II, the results of the reflection on teacher activities, student activities, and student learning engagement obtained the Good qualification and achieved the success indicators. Therefore, the implementation of the action was stopped.

Table 2. Comparison of StudentEngagement

	Cycle			
	I		II	
	N	%	N	%
Students with learning engagement categorized as good	11	61	17	89
Qualification	Enough		Good	

DISCUSSION

This research action was implemented by integrating Kahoot in the TGT model to increase students' learning process and engagement in the Natural and Social Sciences content of cultural heritage material for 5th grade SDN 3 Barru. Integrating Kahoot into this TGT model helps students increase their learning engagement through groups in a fun learning atmosphere. According to Diah & Nurdiana (2023), the TGT model is a collaborative learning model about the importance of team collaboration to bring students into a game, while Kahoot is a learning platform that has various features, one of which is a quiz game feature. Permana (2021) state that Kahoot has a quiz, game,

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DOI : 10.61227
P-ISSN : 2774-9290
E-ISSN : 2775-0787

discussion, and survey features. The role of Kahoot in this study is its integration both in delivering or presenting material and in games in the form of quizzes, so it is very appropriate if used or combined with the TGT learning model. Integrating the TGT model with Kahoot learning media can increase student engagement to be more enthusiastic in learning.

The learning process in 5th grade of SDN 3 Barru has increased in providing real contributions to improving the quality of learning. After the research was conducted, as reflected in the observation sheet of the process and student learning engagement filled out by the observer. The change is the impact of the integration of Kahoot in the TGT model that has been implemented for two learning cycles.

In the implementation of cycle 1, the learning process by integrating Kahoot in the TGT model obtained a Enough category where students had a good initial interest and enthusiasm. This is in line with the theory put forward by Mustofiyah et al. (2025) that the integration of Kahoot and the TGT type of cooperative learning model has the potential to be interesting and enjoyable learning. With the characteristics of student readiness to receive learning, student ability to complete teacher/group assignments, play an active role in games, and student ability to contribute value to the group, but not yet optimal, this can be seen from the ability of students to remember and answer material and play an active role in working together and group discussions, concentration in following learning.

Of the several things that caused the learning in cycle I to be less than optimal, there were still shortcomings in terms of time management and providing clear directions in several sessions. The classroom atmosphere tended to be less conducive because some students were not yet accustomed to game-based learning and group work. It was seen that student engagement was not evenly distributed; many students were still less focused during the game session, so learning did not go well. What desired improvements were needed regarding students, teachers, and everything related to the smooth running of the learning process so that students could understand the subject matter optimally?

Setyawan et al. (2020) state that to create compelling and enjoyable learning, adequate class organization is needed, including choosing the right learning aids and models for teachers to use and the learning atmosphere. In line with Nurfitriyana & Sujarwo, 2021, the most important part that determines the success of the teaching process are the educator, the learner, and the supporting or learning tools; these three parts must exist and complement each other to improve and support the implementation of learning activities.

In the implementation of cycle II, the researcher felt that there were many improvements from the previous learning cycle so that it obtained the Good category. This shows that student engagement is much higher, which can be seen from the characteristics of students who are ready to receive learning, the ability to remember material, concentrate on following learning, the ability to actively fight in games, and work well together in completing teacher/group assignments. This impacts changes in student

learning engagement where students show much higher engagement, cooperation in groups is practical, and the learning atmosphere becomes more orderly but remains enjoyable, especially when seeing all students actively contributing to their respective groups. TGT is part of a collaborative learning approach that can encourage students to increase interest, motivation and develop work attitudes in discussions between group members (Iswanto et al., 2022; Pratidhina et al., 2022). Tournaments with Kahoot are the most awaited moments for students and have raised students' enthusiasm and enthusiasm for learning, which impacts increasing students' learning engagement. This is in line with the theory put forward by (Bicen & Senay (2017). Kahoot is used as the most popular learning web/tool. Furthermore, according to Irwan et al., 2019, Kahoot is an interactive learning media that can encourage student's enthusiasm for learning through interesting innovations offered in its application.

The combination of interactive digital media such as Kahoot with a collaborative approach such as TGT has the potential to create meaningful and enjoyable learning. This is in line with Rojatun et al. (2024 that the use of Kahoot media in the TGT method can facilitate this interaction and collaboration interestingly and interactively; students can work together in answering Kahoot questions, exchanging ideas, and helping each other in learning. Further, according to Wulandari et al. (2024), integrating the TGT and Kahoot models creates a fun learning atmosphere; students become active, enthusiastic, and passionate to increase student learning engagement.

The conclusion that can be drawn from all research activities starting from cycle I and cycle II is that the integration of Kahoot in the TGT model applied to 5th grade students of SDN 3 Barru in the subject of science is effectively able to improve the teaching and learning process and student engagement. Learning with Kahoot and the TGT model creates a more interactive, collaborative, and enjoyable learning experience for students. Kahoot provides interesting game elements, playing Kahoot games individually and in groups fosters students' enthusiasm and enthusiasm and helps them understand the material in a fun way.

The results of this study are in line with Mariam & Prima (2021), which concludes that using the Kahoot application makes learning activities more enjoyable, full of enthusiasm, and popular with students. Furthermore, according to Fajar et al. (2023), the use of Kahoot enables students to understand the material and remember information well through a fun learning experience using challenging interactive quizzes. Kahoot provides direct feedback on correct and incorrect answers to improve students' understanding of the studied information.

While TGT creates more focused/structured learning, facilitates teamwork and healthy competition, so that students are more active and motivated in learning. This is in line with, according to Wahyu & Dwi (2021), the implementation of the TGT model is able to increase student engagement during learning, to make the implementation of learning structured and focused, which ultimately supports the realization of the desired learning targets. According to Thalita et al. (2019), The TGT model consists of class presentations, group learning, games, tournaments, and group awards. Further, according to Putri et al.

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DOI : 10.61227
P-ISSN : 2774-9290
E-ISSN : 2775-0787

(2024), TGT is one of the group learning models that combines working with each other with elements of competition. Through this approach, students collaborate with different backgrounds, actively participate in games, and participate in the positive competition in tournament activities.

Thus, the researcher's hypothesis has been proven that the integration of Kahoot in the TGT model, if implemented correctly and adequately, where integrating Kahoot by using Kahoot in all TGT steps/syntax, can improve the learning process and engagement of 5th grade students of SDN 3 Barru. This is to several previous studies that examined the TGT learning model and the use of Kahoot at the elementary school level in learning. According to Anggraeni & Supriyono (2019), it is proven that from the research results, the implementation of TGT can increase students engagement in elementary School. Furthermore, Emilio et al. (2024) concluded that using the Kahoot media platform increased student engagement and strengthened student mastery in understanding the topics taught.

CONCLUSION

Based on the research results, it can be concluded that 1) Integration of Kahoot in the TGT learning model can improve the science learning process of 5th grade students of SDN 3 Barru. The results showed an increase in learning activity in each cycle. In cycle I, student activities had a percentage of 61% and 94% in cycle II. The teacher succeeded in creating interactive, enjoyable learning and fostering student enthusiasm through digital media such as Kahoot and the cooperative learning model, namely TGT. 2) Integration of Kahoot in the TGT learning model can improve the learning engagement of 5th grade students of SDN 3 Barru.Teachers are expected to consider using digital learning media such as Kahoot, because it has been proven to increase student engagement. In cycle I, 61% students had good learning engagement and in cycle II 94% students. However, teachers must also prepare supporting infrastructure such as internet connections, digital devices, and appropriate question designs. It is recommended to conduct simulations first so that learning runs smoothly and is interesting. Teachers are advised to design innovative games so that learning using Kahoot is not monotonous. Future researchers should develop this research at different levels or subjects to determine the effectiveness of integrating other digital media into the cooperative learning model. In addition, a comparison can be made between Kahoot and similar platforms such as Quiziz or Wordwall to see which media best suits the learning styles of students and the achievement of learning objectives. Researchers can also develop live worksheets based on the TGT model or platforms such as quizzes.

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Available at : https://journal.nahnuinisiatif.com/index.php/ARJI
DOI : 10.61227
P-ISSN : 2774-9290
E-ISSN : 2775-0787