

The Use of Technology Media to Improving Responding and Motivation Student in Islamic Learning

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Abstract

The purpose of this research was to analyze how the response and effectiveness of learning media using 'Kahoot!' technology in motivating students' learning in elementary schools. This study uses a quantitative method with the type of correlation, the data is taken through a questionnaire to thirty respondents from one elementary school with a total sampling technique. All data were analyzed descriptively and inferentially using SPSS 20 software. Overall, the results of the analysis show that i) the use of learning media through Kahoot! Getting a very good response from students, ii) the use of Kahoot! also has an impact in motivating students in learning, with the results of a correlation analysis of 0.756. This means that there is a positive relationship between the use of media and students' learning motivation. The results of this study have shown that the use of technology media has proven to be effective and has succeeded in increasing students' responses and learning motivation. In fact, teachers need to improve their competence related to the use of ICT as a medium in learning, so that they are able to integrate ICT into learning materials.

Keywords: ICT, Kahoot! Islamic Education

Abstrak

Penelitian ini bertujuan untuk menganalisis bagaimana respon dan efektifitas media pembelajaran menggunakan teknologi 'Kahoot!' dalam memotivasi belajar peserta didik di sekolah dasar. Penelitian ini menggunakan metode kuantitatif dengan jenis korelasi, data diambil melalui kuesioner kepada tiga puluh orang responden dari satu sekolah dasar dengan teknik total sampling. Seluruh data dianalisis secara deskriptif dan inferensial menggunakan software SPSS 20. Secara keseluruhan hasil analisis menunjukkan bahwa, i) penggunaan media pembelajaran melalui teknologi Kahot! mendapatkan respon yang sangat baik dari peserta didik, ii) penggunaan media teknologi Kahot! juga berdampak dalam memotivasi peserta didik dalam pembelajaran, dengan hasil analisis korelasi 0,756. Artinya terdapat hubungan yang positif antara penggunaan media dengan motivasi belajar peserta didik. Hasil penelitian ini telah menunjukkan bahwa, penggunaan media teknologi terbukti efektif dan telah berhasil dalam meningkatkan respon dan motivasi belajar peserta didik. Justru itu guru perlu meningkatkan kompetensi mereka terkait penggunaan ICT sebagai media dalam pembelajaran, sehingga mampu mengintegrasikan ICT ke dalam materi pembelajaran.

Kata kunci: ICT, Kahoot! Pendidikan Islam

Introduction

Education in the 21st century demands students and teachers to develop skills in the 4cs, namely collaboration, communication, critical thinking, and creativity (Agusti et al., 2018; Astuti, 2019; Rustama, 2020). Teachers and students alike address the needs of 21st-century learning both in and out of the classroom. In the current digital era, technology has entered every aspect of modern society (Aspari, 2016; Engkizar et al., 2018; Pratiwi et al., 2019). Almost all human activities are now inextricably associated with technological developments. Studying, working, conducting business, and even informally communicating with family members frequently includes and uses technology (Weycott, 2010). The development of this technology has implications for the field of education as well. As a result, it's unsurprising that education, currently extensively uses technology or ICT developments.

Technologies make use of will certainly make things easier for teachers to convey information (Cholik, 2017; Sawitri et al., 2019; Amnda et al., 2020). Many teachers explain that without the use of visual devices, the topic still dominates lectures. As a result, a tendency for students to feel bored and uninterested in learning develops. According to Azis (2017), one strategy that teachers can implement is the use of technology as a learning medium. Using ICT-based learning media facilitates students' understanding of learning since it is genuine and relevant to their daily lives (Zafirah et al., 2018; Engkizar et al., 2018; Perdani & Azka, 2019; Noviasi, 2020; Elkhaira et al., 2020). Using ICT in learning can provide students with new experiences, beginning with elementary school students.

Students between the ages of 7 and 12 have a natural ability to absorb new information quickly (Pardede, 2020). Student participation in educational games and technology-based learning should be prioritized. Learning with technology aids process-based learning (Rüschoff & Ritter, 2001). Children in elementary school typically spend a lot of time in the classroom and playing (Pratiwi, 2017). It is impossible to separate these two aspects from their daily lives. Because of this, the teacher needs to deliver both aspects of learning at the same time.

Educators must be capable of using technological media that can be provided by schools to meet current educational needs. As a result, educators must possess sufficient knowledge and comprehension of learning media (Baihaqi, Mufarroha & Imani, 2020). Islamic education has existed since the time of the Prophet Muhammad (Raqib, 2009; Hanipudin, 2019; Kasmar et al., 2019). During the Prophet's period, the learning media exist and was used by the Prophet Muhammad to teach science to his friends as a means of delivering material for Islamic teachings.

This medium of course must also be adapted to the students' lives and daily activities. As a result, the author chose to introduce Islamic teaching to elementary school students through an ICT-based learning medium. Kahoot! is one of these media. Specifically, online game-based learning media that includes games and game content can be customized for the account owner. Kahoot! is a type of digital learningmedia (Mustikawati, 2019; Rahmawati et al., 2021).

Kahoot! was created by using an online platform that enables students to collaborate in real-time regardless of their location. The rules are straightforward; each player connects using the PIN provided by the account owner and uses the device to answer certain pre-programmed questions. After the game ends, the participant with the highest points wins. This digital game-based learning medium is a way for teachers to engage students in introducing Islam (Arini et al., 2019; Mumtahanah & Sayuthi, 2020).

Literature Review

The development of science and technology, as seen by advances in the fields of communication and information technology, has accelerated significantly in recent years. The development of information and communication technology is inextricably linked to the world of education and child development. In general, elementary school-aged students are quite familiar with ICT (Santos & Ramos, 2019; Mogwe & Balotlegi, 2020).

According to Sobiruddin, Dwirahayu, and Kustiawati (2019), technology cannot be separated from life; everyone uses technology daily, and even children nowadays truly enjoy the conveniences afforded by technology such as laptops,

androids, and tablets. And for nations to stay competitive and successfully address global competition, a continuous stream of new skills, tools, and knowledge is needed in higher education (Almawarni, 2020). As learning technologies are becoming an integral part of the learning experience, the quality of student learning is increasingly shaped by their experience of using these new artifacts (Ellis & Bliuc, 2019). This can really be beneficial for children's development, particularly in terms of educational technology advancements.

Education is one sector that has profited the most from the advent of ICT due to the exceptional benefits it gets. The advantages accrued begin with the examination of high-quality educational materials such as literature, journals, and books (Vanpoucke, 2014). From the establishment of scientific discussion forums to consultations/discussions with international experts, all of this may be accomplished effortlessly and without encountering obstacles because everyone can do it on his or her own (Suriansyah, 2017). The gains that have been realized add a new color and structure to global education. ICT may be used in education as a source of useful learning media for the delivery of learning materials.

The teacher's role in the learning process is to develop all the students' potential. The classroom learning response system is one of the components aimed at improving the quality of education (Decman, 2020; Seshadri, Liu, & Koes, 2020). Not all learning takes place in the classroom. There are those that lead to religious education, specifically Islamic learning. Islamic learning can make use of ICT-based media. Technology-enhanced learning has attracted increasing attention from the educational community focused on the improvement of classroom learning (Cen et al., 2019). The utilization of ICT media makes studying more enjoyable, one of which is using educational online games (Thota, 2015; Sudarsana et al., 2019).

Online games are those that are played over a network connection. Students prefer to play online games over studying for a variety of reasons (Nisrinafatin, 2020). Its application to a learning activity increases learner engagement, motivation, retention, and even the ability to solve problems (Roy, 2017; Lorenzo-Alvarez et al., 2020; Chong et al., 2018; Puspitarini & Hanif, 2019; Nepo, 2017).

Utilizing online games can provide students with new constructivist learning opportunities (Yusnita et al., 2018; Syafril et al., 2020; Kang & Ritzhaupt, 2021). The application of online games has an impact on students' listening comprehension skills and how it encourages students to develop a flowing experience in the classroom (Berry, 2021; Kilpeläinen et al., 2011; DeAndrea et al., 2012; Lim., 2013). Playing online games has developed into a daily activity. Along with being entertaining, online games can be addictive, as when you play and then lose, you will attempt to win again (Rahman et al., 2020).

Method

This research uses quantitative methods. Quantitative research methods can be defined to examine specific populations or samples, data collection using research instruments, and quantitative data processing with the purpose of testing established hypotheses (Sugiyono, 2015; Suliyanto, 2017; Syafril et al., 2020). The study employed an associative quantitative design. According to Hermawan (2019), an associative method study uses a quantitative approach, which may be interpreted as a research statement requesting information about the relationship between two or more variables. The researcher used a correlational design.

The population for this study was comprised of all students in class IVA Elementary School Country 66/IV Jambi City. While all fourth-grade students from Elementary School Country 66/IV Jambi City were included in this study. The sampling technique is a technique for determining the size of the sample to be used in research (Taherdoost, 2016; Sugiyono, 2019; Syafril et al., 2020). The aim of sampling is to study the relationships between the distribution of a variable in the target population and the distribution of the same variable in the study sample (Otzen, &Manterola, 2017; Stolar& Nielsen, 2015; Fatahudin et al., 2019; Griffith et al, 2020). The sampling approach utilized in this study is total sampling.

The study collected quantitative data using questionnaires. The questionnaire used is a student response and motivation questionnaire. The following is a lattice table containing student responses to the Kahoot Islami.

Table 1. Student response questionnaire lattice

No	Indicator	Questions	Total items
1	Material	The suitability of the material with the Islamic Education book	1
		The suitability of the material with the characteristics of students	1
2	Language	Interesting language used	1
		The language used is polite	1
3	Practical	According to the characteristics of students	2
		Ease of use of Kahoot	2
4	Media	Have attractiveness	1
		Entertaining	1

The student motivation questionnaires lattice are as follows:

Table 2. Student learning motivation questionnaire lattice

No	Indicator	Question	Total items
1	Perseverance in Learning	Fill in the questions seriously	1
		Don't cheat	1
		Enthusiastic in doing the items	1
2	Achievement in Learning	A score above Minimum Compliance Criteria	1
		Answer the questions correctly	1
		Desire for achievement	1

The data collection procedure for this research is as follows: it begins with identifying the problem to be examined and then moves on to the formulation of the problem to establish the research objectives. Following that, the author selects the sort of research, the population and sample size that will be used, as well as the sampling technique that will be used to determine the sample size. Then, when the Islamic Kahoot learning game is applied, collect the data. Then determine how the relevant data will be collected. The author next performed the data analysis technique, and lastly, the researcher acquired the results and discussion. The preceding study procedure is also depicted in the flowchart diagram.

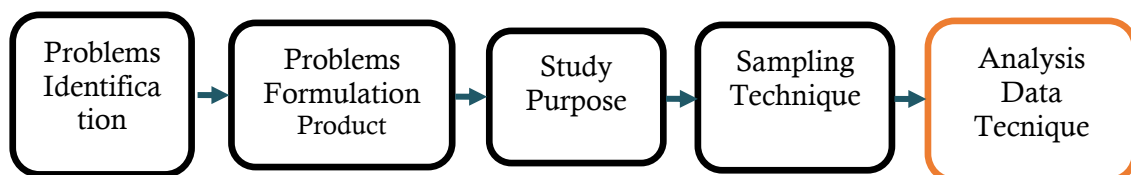


Fig 1. Research Procedure

The descriptive statistical data analysis method and inferential statistics were used. The maximum, minimum, average, and standard deviation values of each variable are determined using descriptive statistics (Indah, Mania, & Nursalam, 2016). While inferential statistics are statistics that provide a method for attempting to draw general conclusions from a collection and processing of data (Rosana, & Setyawarno, 2016; Sutopo & Slamet, 2017).

The assumption test and hypothesis test are two inferential statistics that are utilized. The normality and linearity tests are used to validate the assumptions. While the hypothesis test is intended to assess the association between two variables, the correlation test is used to determine the relationship between two variables.

Finding and Discussion

The purpose of this study is to determine whether there is a relationship between the implementation of the game Kahoot! and students' learning motivation. Prior to implementing Kahoot! the following actions should be taken.

How to operate and create 'Kahoot!' games: Open link <https://getkahoot.com>.



Fig 2. Initial display of Kahoot!

Then the Create or Play view appears

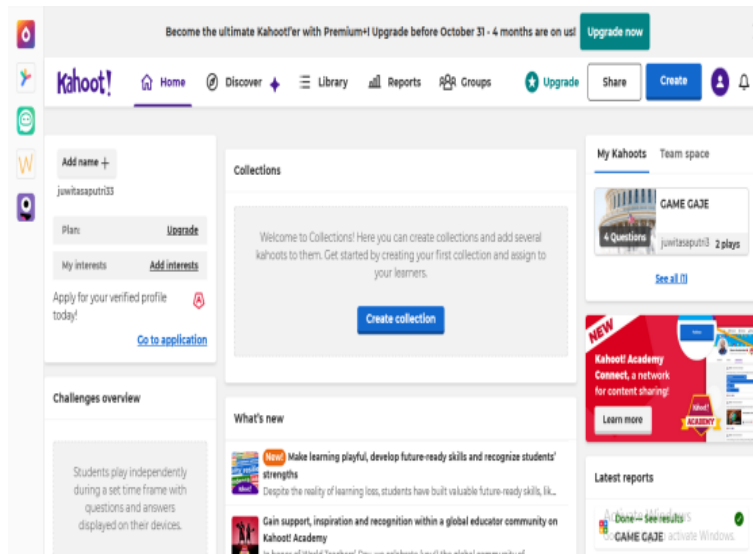


Fig 3. Create display

Register for an account if you don't have an account yet, then click Get My Free Account on the top right screen for free access. Select users (teachers or students). Then fill in our identity completely, then click Join Kahoot! Then a display will appear on what game we will use (select Quiz). Make some questions according to the commands on the Quiz display, as below.

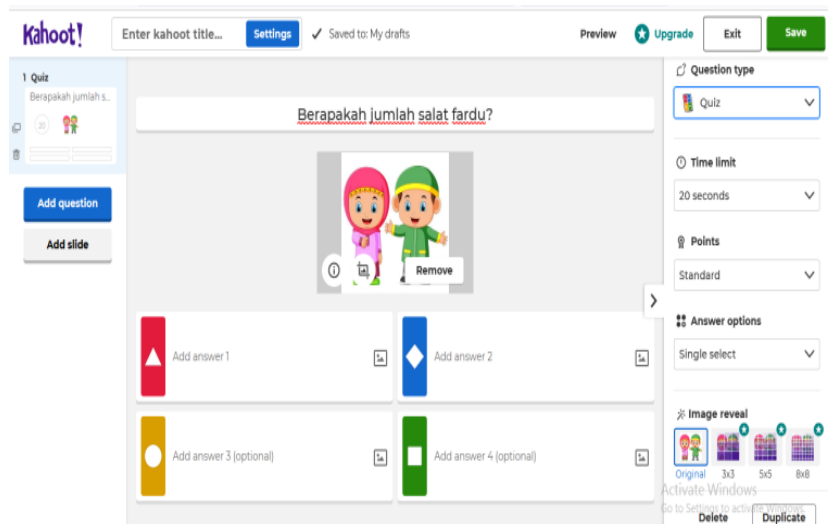


Fig 4. Making questions

After completed the questions, save the game and then share the URL with students by entering the PIN code given on the question maker screen.

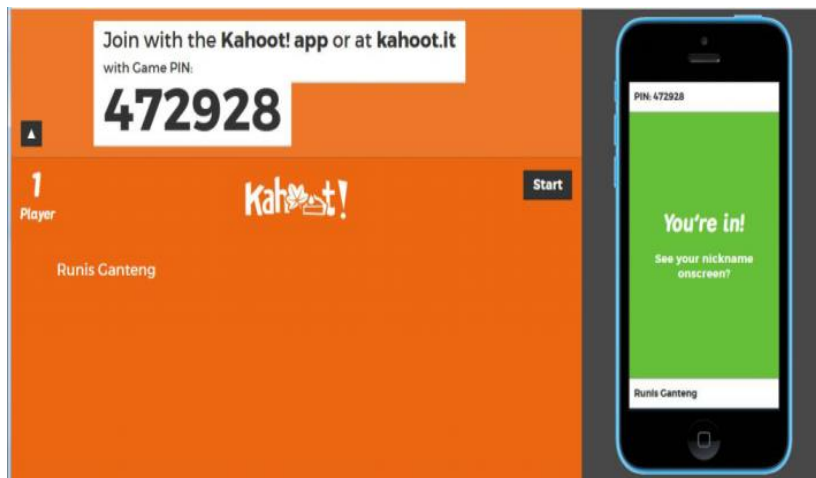


Fig 5. Personal identification number code appears

Then participants can join Kahoot! by using the Personal Identification Number Given by the teacher.

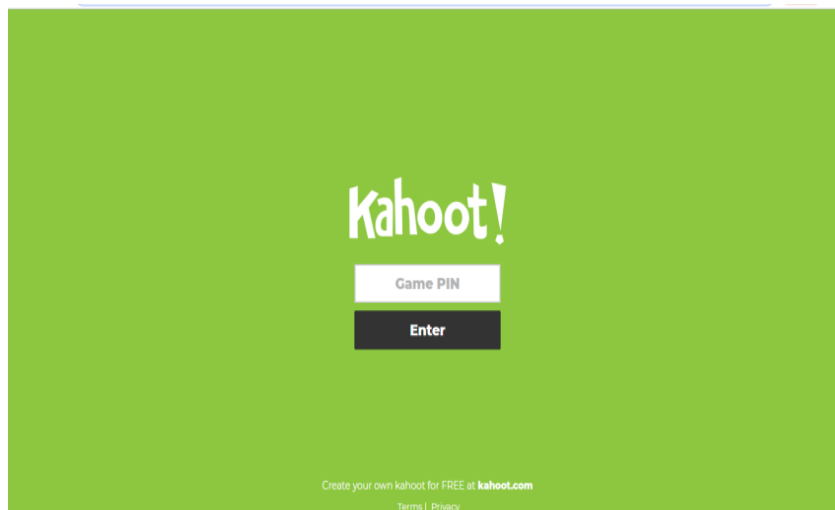


Fig 6. Participant display to join Kahoot!

After these questions are asked, the teacher can choose a challenging game. Each question gets the highest score among students and hence increases students' enthusiasm to participate in the game (Alfansyur & Mariyani, 2019). (Alfansyur & Mariyani, 2019). Games with a challenge system will be one option for teachers to increase knowledge about the provisions of prayer. The selected questions additionally contain true or false codes in the form of sound so that students remain interested in working on the questions.

From the application of the game Kahoot! In class IV, a response questionnaire and a student motivation questionnaire were provided. Descriptive data is acquired as follows.

Response Results from The Application of The Game Kahoot!

The indicator utilized in this example is the response from the application of Kahoot! game. The questionnaire resulted in student replies to the game Kahoot! that has been introduced in Elementary School Country 66/IV Jambi City is shown in the table below:

**Table 3. Student Response to Kahoot!
 at Elementary School Country 66/IV Jambi City**

Interval	Category		Mean	Min	Max	Std. Deviation	%
	Attitude	Total					
31 – 33	Inadequate	1					3,33
34 – 36	Poor	3	38,27	31	43	4.086	10,00
37 – 39	Moderate	8					26,66
40 – 42	Good	11					36,66
43 – 45	Excellent	7					23,35
Total		30					100

Kahoot! application results are shown in the following table. Very good results are 23.35 percent, good results are 36.66 % (8 out of 30 students), and moderate results are 26.66% of the student population, respectively (8 out of 30 students). In the Kahoot game! at the State Elementary School 66/IV Jambi City, the results acquired by the students in the bad category (three out of 30 students) and the very poor category (1 out of 30 students) show that the results obtained by the students in the good category. Based on the number of students who completed a survey with a variety of questions, researchers were able to compile the data.

Motivational Results from Kahoot! Application Game

Students' desire to play the game Kahoot! was employed as an indicator in this situation. Kahoot! has been applied at Elementary School Country 66/IV Jambi City, and the results of the questionnaire can be seen below table:

**Table 4. Student Motivation towards Kahoot!
 At Elementary School Country 66/IV Jambi City**

Category							
Interval	Attitude	Total	Mean	Min	Max	Std. Deviation	%
21 – 23	Inadequate	0					0
24 – 26	Poor	2					6,66
27 – 29	Moderate	8	26,67	21	33	3.407	26,6
30 – 32	Good	12					7
33 – 35	Excellent	8					40
Total		30					26,6
							7
							100

Table 3 shows Kahoot! application results. There are 8 out of 30 students in the very good category, 12 out of 30 students in the good category, and 26.67 % of the students in the moderate category, according to the results of a survey (8 out of 30 students) Only 2 out of 30 students scored below average in the bad category, and no students scored below average at all. This means that the Kahoot! The game was successfully implemented at State Elementary 66/IV Jambi City's Jambi City Elementary School. According to the number of students who have completed a questionnaire containing numerous questions that have been processed by researchers and yielded the data.

Normality and Linearity Test

To see if the data collected was consistent with the assumption that it had a normal distribution, a normality test was conducted (Pramesti, 2015). To determine whether a model is linear, the linearity test is used (Nitasari&Backgrounduva, 2012). For the Kahoot! application on students using SPSS 20, these are the results of the normality and linearity assumption tests on response and motivation questionnaire data, as shown in the table below:

Table 5. Normality test of response and motivation to game Kahoot! at elementary school country 66/IV Jambi City
One-sample kolmogorov-smirnov test

		Unstandardize d Residual
N		40
Normal Parameters ^{a, b}	Mean	0E-7
	Std. Deviation	3.24291660
Most Extreme Differences	Absolute	.128
	Positive	.116
	Negative	-.128
Kolmogorov-Smirnov Z		.807
Asymp. Sig. (2-tailed)		.533

a. Test distribution is Normal.

b. Calculated from data.

The table above shows that the significant values resulted from the normality test. Based on Kolmogrof-Smirnoff from two independent samples. From the table above, the sig value > 0.05. The normality value of 0.533 in the sig normality value means that the existing data is normal because the sig value is > 0.05. The following is also a linearity test on the data as shown in the table below:

Table 6. Uji Linearitas respons and motivation to Kahoot of Game! At elementary school Country 66/IV Jambi City
ANOVA

			Sum of Squares	Df	Mean Square	F	Sig.
Study Motivation * Student Response	Between Groups	(Combined)	186.567	9	20.730	2.762	.078
		Linearity	53.794	1	53.794	7.168	.014
		Deviation from Linearity	132.773	8	16.597	2.211	.712
	Within Groups	150.100	20	7.505			
	Total	336.667	30				

We can see from the table above that the linearity test produced significant values. The data is deemed value of sig > 0.05, is linear. It is estimated that linearity is 0.712. This indicates that the current data set is linear if the sig value is > 0.05.

Correlation Test

Hypothesis testing is a decision-making method based on data analysis, both from controlled experiments, as well as from observations or uncontrolled ones (Pasi, 2019; Situmorang, 2016). The following are the results of inferential data analysis, namely the correlation using SPSS 20 from the response and motivation questionnaire data on the application of the Kahoot! game, as evidenced by the table below:

Table 7. Correlation results of students' responses and motivations to the Kahoot game!

		Student Response	Study Motivation
Student Response	Pearson Correlation	1	.756*
	Sig. (2-tailed)		.024
	N	40	40
Study Motivation	Pearson Correlation	.756*	1
	Sig. (2-tailed)	.002	
	N	40	40

*. Correlation is significant at the 0.05 level (2-tailed).

The correlation between the two indicators, particularly the response and motivation of students is 0.756, the relationship between the two indicators is strong, with a probability value of $0.002 < 0.005$ so both indicators are significant. There is a relationship between the response and motivation of students to the application of the game Kahoot! with an R-value of 0.756 and a positive value.

Islamic education has benefited greatly from the development of technology for both educators and students. There is no limit to how technology can be used in educational activities, and many real contributions can be made by technology, especially in school-based learning activities (Aini et al., 2019; Harun, 2015; McKnight et al., 2016; Gorgoretti, 2019; Sari & Margana, 2019). There are many educational applications of media technology. Various technology products that can be used as media and teaching resources are supporting this (Lestari, 2018). The right option for development in the implementation of the learning process is the use of technology as a media and teaching resource (Anshori, 2018).

One of the ways that technology is being used in education is through media that is based on it. To meet learning goals, media must be an integral element of the learning process and regarding the media is to be able to give a clear depiction from the most abstract form (Silviarista & Setyosari, 2018; Rohaeti, Bernard & Primandhika, 2019; Fatahillah, Puspitasari, & Hussien, 2020).

Kahoot! was used in the fourth grade of Elementary School Country 66/IV Jambi City to teach students about the provisions of prayer, and the students' responses were found to be in the "good" category, according to the findings of the experiment. As a result, Kahoot! with its attractive appearance and use of ICT developments, is a powerful tool for promoting student enthusiasm and stimulating their interest in learning about the teachings of prayer from their teacher. Kahoot! The results table shows the average response and motivation levels of students in learning activities were 36.66% and 40%, respectively. Students that use Kahoot! report that they are more engaged, interested, and able to retain knowledge more efficiently when they use it in their classrooms (Barus&Soedewo, 2019). This is because the literature indicates that digital educational games are effective at keeping learners engaged (Bawa, 2019; Marsa, S. S., Kuspiyah& Agustina, 2021).

Class IVA Elementary School 66/IV Jambi City's use of the game Kahoot! resulted in the distribution of a response questionnaire. With 36.66% (11 of 30 students) of the results in the "good" category, we are a good category. As a result of the students' excitement and happiness, the response is a good category. For their enthusiastic reactions while playing Kahoot! this response was considered a good category. There is a positive educational impact on children's learning through Kahoot Game! (Dadi, 2019; Daryanes & Ririen, 2020). Only facilitators, advisors, and game guides are used by teachers or educators to help pupils learn (Hasyim, 2019; Khadijah, 2020). The Kahoot Game! can help children develop in a variety of ways, including their motor, cognitive, emotional, language, social, spiritual, and moral values, as well as their ability to communicate effectively (Rafnis, 2019). This can be attributed to a game called Kahoot! Students' motivation to learn can be increased by this application. Children's attention is drawn to it, resulting in a desire to learn. They can also connect with their peers and groups of friends.

Kahoot! is a game-based learning tool. Class IV A at State Elementary School 66/IV Jambi City was given a motivational questionnaire to assess if they were motivated to use Kahoot! With 40% of the outcomes in the good category, we're satisfied (12 of 30 students). Accordingly, these findings are classified as "good" because of how enthusiastic pupils appear while playing Kahoot! The most critical factor in the learning process is intrinsic motivation (Laras& Rifai, 2019). As a motivating factor for students in the classroom, this student learning motivation is used (Rumbewas et al., 2018).

No significant correlation may be found between two variables based on their correlation values, which can be seen from the processing of the assumption test results, which indicate normal and linear data. The results of the assumption test reveal that the data is normal and linear, as evidenced by the significant value in the data set. There was a statistical significance of $0.533 > 0.005$ in the results of the normality test, which indicated that the data were normal. It is clear from the linearity test that the data obtained is linear because the $\text{sig} > 0.05$ value indicates that it is. The researcher can proceed with the hypothesis test because the assumption test was normal and linear.

The hypothesis test is carried out, namely the correlation test between the response and the motivation of students is 0.756 where the relationship between the two indicators is strong, with a probability value of $0.002 < 0.005$ so that it can be concluded that the two indicators have a significant relationship. Test the hypothesis in this study to see the correlation between responses and students' motivation to the game Kahoot! Kahoot game! In this study, it was applied Islamic, namely in Islamic religious learning about the provisions of prayer. Judging from the results of the correlation test that has been carried out, it turns out that there is a relationship between the response and motivation of students to the Kahoot! game. According to Sardiman (2016) "the term motivation comes from the word motive which can be interpreted as an effort to encourage someone to do something. This suggests that students who have high learning motivation tend to have a positive attitude to succeed (Nugraha & Nugraha, 2021). In all areas of learning, motivation is essential to succeed (Reyes, 2019).

Kahoot game! can be used as an effort to increase students' learning motivation because it is interactive. Learning motivation means encouragement to carry out a teaching and learning process that originates from students or is encouraged by teachers which is very important because one of the success factors for learning is learning motivation (Alfansyur & Mariyani, 2019). The greater the learning motivation of students, the response shown during learning the provisions of prayer in the classroom. Student response based on the game Kahoot! increased the involvement/response, motivation, and learning of students (Nokham, 2017; Prieto et al, 2019; Korkmaz & Öz, 2021).

Kahoot! is a free and easy-to-use online learning tool that teachers can use to enhance classroom learning activities (Dellos, 2015; Qomariyah & Qodir, 2020). Kahoot! This is a fun and challenging learning tool that can be played in groups or alone with beautiful colors and sounds that can encourage children to learn (Irwan, Luthfi & Walidi, 2019). The questions provided by the Kahoot! The platform can also evaluate or review previously studied subjects (Dewi, 2018). Learning activities use Kahoot! as an evaluation medium as quizzes, but with the increased complication of a game (Basuki & Hidayati, 2019; Tanduklangi & Amri, 2019). According to the aforementioned viewpoint, educators can employ media, such as Kahoot! to evaluate learning that has been presented as a quiz game in order to improve student engagement in learning activities and influence student learning outcomes (Van Den Beemt et al., 2020; Lin & Chen, 2017).

The findings of Jumila et al., (2018), who studied Kahoot! as digital literacy prior to learning, are in line with our findings. The research objectives, which are employed as auxiliary media in this study to learn about the provisions of prayer in elementary schools, are the study's weak point. Kahoot! was chosen as an alternate learning media in the current era of globalization by another study conducted by (Putri & Muzakki, 2019; Putra et al., 2020; Putri et al., 2020). Here, on the other hand, aims to determine the relationship between the use of Kahoot! and student motivation. According to the findings of the two studies, the online game Kahoot! may explore various aspects of learning. The present study reports on the findings of an investigation into the impact of the online "Kahoot!" game on improving the

reading comprehension of English as a foreign language (EFL) learner (Korkmaz & Öz, 2021). According to Prieto et al., (2019) research results based on the Kahoot application can help secondary education students, in mathematics, biology & geology, and physics & chemistry.

The novelty of this study is the variable studied, which is the use of Kahoot! in elementary school to measure learning motivation. In contrast to previous studies, only examined the benefits of using Kahoot! Teachers and students alike can benefit from the use of these media as teaching and teaching materials when engaging in learning activities. Research implications for Kahoot! application as a means of supporting students in their learning, Islamic media can also be used as a means of self-directed learning. Interesting Kahoot! Games allow students to evaluate their fault because of Kahoot! The game always gives the correct answer which one platform (Marsa, Kuspiyah & Agustina, 2021). According to Yürük (2020); Rueda et al., (2017); Alenazy et al., (2019) tools like Kahoot create positive energy, support exploration, and add fun to the educational setting by increasing comprehension and motivation. As a result, it is important for educators to be aware of this innovative classroom learning innovation. The author recommends Kahoot! can be used by students, teachers, and members of the general public to play online in their own homes.

Conclusion

Application of Kahoot! in elementary school learning activities about the provision of prayer can provide optimally to increase students' interest in learning. In addition, it helps students in their understanding of the learning material. Besides providing students with new ways to learn with Kahoot! application, it is found in students' cognitive abilities as they explore a material, and it also makes evaluation easier for teachers. The application of Kahoot! as a learning material does not have to be limited to the classroom; it may also be carried out outside of it.

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