The Influence of Kahoot Evaluation Tools on Student Learning Outcomes in Indonesian Language Subjects on Modern Poetry Text Material for Class VIII at Sinar Husni Middle School

Mutia Asmi Fadillah [1✉], Budiman Budiman

Universitas Islam Negeri Sumatera Utara, Medan

Article Info	Abstract
	The objective of this study was to determine the influence of the Kahoot application on students' learning achievements in the Indonesian language subject of modern poetry text material for class VIII at SMP Sinar Husni. In this study, the researcher used a quantitative research method with an experimental research type with a quasi-experimental design. This type of research involves the application of a specific treatment or manipulation of an independent variable (X) to examine its causal effect on the dependent variable (Y). Quasi-experimental research is a type of research that aims to test the causal relationship between variables but does not use random assignments to form experimental and control groups. The results of this study clearly prove that the use of Kahoot evaluation media has a positive and significant effect on the learning outcomes of class VIII students at SMP Sinar Husni, especially on the material of modern poetry texts in Indonesian language lessons. A significant increase in the average posttest score in the experimental group using Kahoot, as well as support from the results of statistical tests (normality, homogeneity, and hypothesis testing), indicate that Kahoot is more effective than conventional evaluation methods. In addition, students' positive responses to the use of Kahoot, as reflected in the results of the questionnaire, indicate that this platform is able to create a more interesting and motivating learning atmosphere. Therefore, Kahoot has proven to be an effective innovation in overcoming student boredom and encouraging increased learning outcomes on previously less popular materials.

INTRODUCTION

Indonesian language education plays a very important role in the formation of national identity and the development of community culture. As the official language of the country, Indonesian not only functions as a means of communication, but also as a means of conveying cultural values, norms, and knowledge. Through Indonesian language education, students are taught to understand and appreciate literary works, including poetry, which is an integral part of the nation's cultural heritage. Indonesian is one of the compulsory subjects taught in education which aims to develop students' Indonesian language skills in accordance with the function of language as a means of thinking and communicating to develop intellectual, emotional and social potential. Learning Indonesian in schools is expected to help students have a positive language personality, uphold cultural values, convey ideas clearly, and also improve their analytical skills and imagination. However, the process of learning Indonesian has a major obstacle, namely the lack of innovation in teaching methods and tools, which makes students bored when participating in learning activities in class, thus affecting learning outcomes (Budiman, 2022).

Poetry is a form of literary work that conveys the poet's thoughts and feelings in an imaginative way. Compared to other forms of literary work, poetry is more connotative, connotative is a figurative meaning or interpreted as a meaning that tends to be different from real objects (contextual meaning) also called additional meaning. Language in poetry usually has many meanings. (Wati & Fathurohman., 2022) Poetry is divided into two, namely classical poetry (old) and modern poetry (new). Modern poetry is considered different from old poetry, modern poetry is also commonly called "new poetry". Because modern poetry is no longer bound by rules such as pantun, syair, and mantras. Modern poetry is also commonly called "free poetry" because modern poetry is poetry that is written in the present and is around us,

some also call it "modern poetry" and "contemporary poetry" (Rina Devianty, 2021).

According to Wahyuni in Kardian (2018) new poetry is a type of poetry that is not bound by the general rules that apply to old types of poetry. The content of new poetry is related to life and is conveyed using pantun and syair rhymes. Free and unbound are two things that characterize modern poetry. Rules such as the number of syllables or diction, the number of lines, rhymes (verses) or the number of stanzas do not apply in modern poetry. The structure of modern poetry generally consists of physical structure and inner structure. The physical structure includes diction, imagery, figures of speech, typography, and concrete words. The inner structure includes theme, feeling, tone, and message. (Jayanti., 2024) New poetry has several characteristics, including: 1. Has a neat, symmetrical form, 2. Regular final rhymes, 3. Uses pantun and syair rhyme patterns, although with different patterns, 4. Generally 4 lines of poetry, 5. In each line above it is a gatra (syntactic unit), 6. Each gatra consists of two words (generally): 4-5 syllables. The new poetry is divided into 7 types, namely Ode, Epigram, Romance, Elegy, Satire, Hymn and Ballad (Launjara, 2024).

The term evaluation Is derived from the English language, with its etymological root in the word value, which signifies worth, importance, or significance. The concept of learning evaluation is commonly perceived as synonymous with examinations. Evaluation involves the systematic examination and interpretation of information to support the selection of the most appropriate course of action. Evaluation can include the meaning of tests and measurements and can also mean outside of both. Evaluation results can provide professional decisions. The existence of evaluation can help students, teachers, and schools to find out the extent of learning achievement, identify difficulties, and improve the quality of the learning process and outcomes. (Asrul et al., 2015) The purpose of implementing learning evaluation is to find out the achievement of growth and development that has been included

in the learning design. The function of learning evaluation is to find out feedback for teachers to provide improvements in subsequent learning activities. Learning evaluation is carried out through instruments. Instruments are measuring tools to find out the data to be collected(Aulia & Nurlaili, 2023).

In learning evaluation, a teacher must be able to utilize technology to develop innovation, ideas or concepts in implementing learning so that they can develop an evaluation system that is interesting for students, and can stimulate speed and accuracy in thinking. (Darmiah, 2023) Educators need media or applications that can be used to conduct evaluations so that students are more active in participating in evaluations. The Kahoot application serves as one of the effective tools for conducting evaluations in the learning process. Kahoot is one of the alternative choices from various media in the learning process that makes the learning process fun for both students and teachers. Kahoot is a website on the internet that presents a lively and exciting educational quiz atmosphere in the classroom, based on a learning platform as educational technology. Kahoot is an online educational platform that offers interactive quizzes and games to support learning (Daryanes & Ririen, 2020). It was created in 2012 by Morten Versvik, Johan Brand, and Jamie Brooker, in partnership with the Norwegian University of Science and Technology (NTNU) under the guidance of Professor Alf Inge Wang and his team. Initially, Kahoot was only intended for use in classroom activities. Kahoot has three values, including: 1. The playful concept makes learning using Kahoot more enjoyable 2. Curiosity is also one of the values in the Kahoot platform 3. Inclusive means that Kahoot ensures that everyone has the opportunity to be successful. (Afriani, et al. 2022) The advantages of Kahoot are: 1. There is ease in the game, 2. Kahoot has an attractive design and has a backsound so that students do not feel tense in doing quizzes, 3. There are templates that can be used in creating questions, 4. There are variations in the form of questions and questions can be displayed randomly. While the disadvantages of Kahoot are: 1. Filling in the essay question column is limited, there are only 120 characters; 2. There are only 4 answer options; 3. Requires an LCD projector with an electric current(Cahyaningrum, 2024).

Based on initial identification, student learning outcomes during Indonesian language learning are still very low compared to student learning outcomes in other subjects. In the Indonesian language subject, only a few students achieved the Minimum Completion Criteria (KKM) with a KKM score of 75. According to Sudjana in Yendri, et al. (2020), learning outcomes represent the knowledge, skills, and attitudes that students develop following their engagement in the learning process. One thing that is the goal of the learning process is to attain satisfactory outcomes that meet or exceed the established standards. This also affects the creativity and teaching methods of teachers, effective teachers (educators) are those who succeed in bringing students to achieve learning goals in accordance with the rules that apply in education. However, in reality, many students are not active in learning, this is because teachers rarely provide reciprocal learning such as asking students questions or asking students to ask questions. (Rambe, 2018) To overcome this problem, one of the methods needed the aim is to introduce stimulating elements that encourage students to engage in learning, one of which is by implementing a more innovative and creative evaluation system that enhances their thinking abilities

The solution that can be used is to use the Kahoot application as an evaluation tool in learning to improve student learning outcomes. Because the Kahoot application emphasizes a learning style that involves the relationship of active participation of students with their peers competitively towards the learning that is being or has been learned. This is necessary because teachers in Indonesian language subjects rarely conduct evaluations using media or applications that allow students to be more active.

Previous research was conducted by (Setiawati, et al., 2018) entitled "The Effect of Kahoot on the Learning Outcomes of Class XI Students at SMAN 1 Blitar", Research by

(Damayanti & Retno., 2021) with the type of Research and Development (R&D) research entitled "development of the kahoot application as a media for evaluating student learning outcomes", then research by (Paysa & Annur., 2023) with the title "the effect of using kahoot evaluation media on student learning outcomes (case study on class X students of SMA Negeri 2 Padang)", further research was conducted by (Alianas., 2023) with an experimental research method with a quantitative approach, namely "the effect of kahoot educational game media on the learning outcomes of class VII students of SMPN 2 Sungguminasa, Gowa Regency" and the last research by (Humaira & Septi., 2024) with the research title "the effect of kahoot learning media on student learning outcomes in Natural and Social Sciences (IPAS) learning in Elementary Schools". Therefore, what makes this study different from previous studies is the level at which the research was conducted, namely at the junior high school level and also has a research focus on one of the materials in the Indonesian language subject, namely modern poetry texts which are usually less interesting and tend to be boring for junior high school students, especially class VIII.

Thus, the researcher is interested in conducting this research with the title "The Influence of the Kahoot Evaluation Tool on Student Learning Outcomes in the Indonesian Language Subject on Modern Poetry Text Material for Class VIII at SMP Sinar Husni."

METHODOLOGY

The research method consists of a series of actions aimed at finding the truth of the research, which begins with thoughts that form the formulation of the problem and produce initial hypotheses. With the help of previous research perceptions, research can be processed and analyzed to produce conclusions (Sahir., 2021).

This study employed a quantitative approach using an experimental method, specifically adopting a quasi-experimental design. This form of research seeks to assess the influence of an independent variable (X) on a dependent variable (Y) through the application of a specific treatment or intervention. This research approach aims to investigate cause-and-effect relationships between variables, although it does not involve random allocation of participants to experimental and control groups. Although this design includes a control group, it is limited in its ability to fully control external variables that may influence the outcome of the experiment (Sugiyono, 2023). in the research is conducted in three phases, beginning with the pre-experimental stage, where a pretest is given to both the control and experimental groups to evaluate their baseline learning performance. The second stage is the experimental stage, at this stage the researcher explains a little material related to modern poetry texts using kahoot, and conducts a learning evaluation with test and non-test evaluation tools made in the form of quizzes or games on kahoot. The third stage, the post-experimental stage, at this stage the researcher distributes research instruments in the form of questionnaires.

This school was selected as the research site following early observations that indicated a situation aligned with the study's focus. The participants in this research consisted of all eighth-grade students at SMP Sinar Husni, totaling 58 students. Since there were only two existing classes, VIII-1 and VIII-2, both were chosen as the research samples. Class VIII-1 was designated as the experimental group, while class VIII-2 served as the control group. The research sample comprised two classes: class VIII-1, which included 29 students and served as the experimental group, and class VIII-2, also consisting of 29 students, which functioned as the control group. In total, 58 students participated in the studys. The research took place in the second semester of the 2024/2025 academic year, around May, and was completed within the Indonesian Language subject by aligning with class VIII's scheduled lesson hours.

The data analysis process consists"of categorizing, coding, managing, and interpreting collected data to derive meaningful insights from the research findings. The data analysis in this research involved a quality assessment, including

a normality test to evaluate the distribution of the data. A p-value greater than 0.05 indicates that the data is normally distributed. If p <0.05 then the distribution is not normal. Then there is a homogeneity test of the provisions tested if the significant value> 0.05 then the two classes have the same variance (homogeneous) and if the significant value <0.05 then the two classes do not have the same variance (homogeneous). The last test used is the independent t hypothesis test if the data is normal and homogeneous, then it can be continued with data analysis using the independent t hypothesis test. Then the researcher also conducted a questionnaire test using the Likert scale formula.

RESULTS AND DISCUSSION

The data were analyzed using statistical techniques. Before testing the hypothesis, prerequisite tests—including the Shapiro-Wilk tests for normality and homogeneity—were performed. Subsequently, hypothesis testing was conducted using an independent samples t-test with the assistance of SPSS version 25.

This study's results were based on data collected from the pretest and posttest. The pretest aimed to assess students' learning outcomes prior to the implementation of the learning evaluation using Kahoot media. The posttest was administered to evaluate students' learning outcomes following the implementation of the learning evaluation using Kahoot media. The implementation and application of the pretest posttest results in the experimental and control classes are presented in Table 1.

Table 1. Descriptive Statistics

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean
Pretest Eksperimen	29	83	11	94	53.21
Postest Eksperimen	29	50	50	100	80.10
Pretest Kontrol	29	72	27	99	60.79
Postest Kontrol	29	63	36	99	70.79
Valid N (listwise)	29				

Referring to the Descriptive Statistics table shown above, the experimental group achieved an average pretest score of 53.21, with individual scores ranging from 11 to 94. Following the implementation of the treatment, the average posttest score rose significantly to 80.10, with a narrower score range between 50 and 100. These results reflect a significant improvement in the experimental group's learning outcomes after the treatment.

Meanwhile, the control group without treatment showed a less significant increase. The control group's average score increased from 60.79 in the pretest to 70.79 in the posttest. A difference was also observed in the score distribution, with the pretest scores ranging from 27 to 99 and the posttest scores ranging from 36 to 99. Normality and homogeneity tests were conducted prior to hypothesis testing. Table 2 presents the results of the normality test performed with SPSS 25.

Table 2. Data Normality Test Results

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pretest 8-2 (Kontrol)	.108	29	.200*	.961	29	.346
	Postest 8-2 (Kontrol)	.137	29	.171	.962	29	.363
	Pretest 8-1 (Eksperimen)	.117	29	.200*	.959	29	.312
	Postest 8-1 (Eksperimen)	.115	29	.200*	.958	29	.301

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

a. Lilliefors Significance Correction

The purpose of the normality test is to determine whether the sample data originate from a population that follows a normal distribution. In this research, data normality was assessed using the Shapiro-Wilk test.

According to Table 2, the Shapiro-Wilk normality test indicates that the control group had a pretest significance value of 0.346 and a

.

posttest value of 0.363. Meanwhile, the experimental group recorded a pretest significance value of 0.312 and a posttest value of 0.301. All significance values are greater than 0.05, indicating that the data are normally distributed.Therefore, it can be concluded that the data is normally distributed. The results of the homogeneity test are displayed in Table 3

Table 3. Results of Data Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	2.251	1	56	.139
	Based on Median	1.825	1	56	.182
	Based on Median and with adjusted df	1.825	1	54.807	.182
	Based on trimmed mean	2.345	1	56	.131

The homogeneity test is carried out to determine whether there is consistency in the variance across the samples. The Levene test was employed to assess data homogeneity, and the results are presented in the following table.

As shown in Table 3, Levene's Test was applied using several approaches, including the mean, median, and trimmed mean. The test results indicate significance values of 0.139 for the mean, 0.182 for the median, and 0.131 for the trimmed mean. Since all values exceed 0.05, it can be concluded that the variances of both groups are homogeneous.If the data meet the

assumptions of normality and homogeneity, hypothesis testing may proceed.

In this study, hypothesis testing was conducted using the Independent Samples T-Test, applied through SPSS version 25. The purpose of hypothesis testing is to statistically assess the validity of a statement, confirming whether it should be accepted or rejected. In the Independent Samples T-Test, Ho is rejected and Ha is accepted if the 2-tailed significance value is below 0.05. The alternative hypothesis (Ha) proposes that Kahoot significantly influences the learning outcomes of class VIII-1 students in

studying modern poetry texts in Indonesian at SMP Sinar Husni. Ho: There is no influence of the Kahoot evaluation tool on the learning outcomes of class VIII students in the Indonesian language subject of modern poetry text material at SMP Sinar Husni. The results of the hypothesis test can be seen in table 3.

Table 4. Hypothesis Test Results

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil	Equal variances assumed	2.251	.139	-2.493	56	.016	-9.310	3.735	-16.792	-1.828
	Equal variances not assumed			-2.493	53.567	.016	-9.310	3.735	-16.800	-1.821

Based on table 4 above, the test results show that the significance value (Sig. 2-tailed) is 0.016, which means it is smaller than 0.05. The mean difference value of -9.310 indicates that the average value in the experimental group is higher than the control group (because a negative value indicates that the value of the experimental group is reduced by the value of the control group). In addition, the range of the 95% confidence interval for the average difference is between -16.792 to -1.828, which does not include the value of zero. When viewed from the basis for decision making, the results of the hypothesis test provide a significance value. So it can be concluded that the null hypothesis (H_0) is rejected, and the alternative hypothesis (Ha) is accepted, namely that there is an influence of the Kahoot evaluation tool on the learning outcomes of class VIII-1 students in the Indonesian language subject of modern poetry text material at SMP Sinar Husni.

The following describes the results of the survey data conducted by students in class VIII-1 to determine students' responses to the application of Kahoot media in evaluating learning modern poetry text material. The questionnaire consists of 10 questions using a Likert scale of 1-4 with information strongly agree, agree, disagree and strongly disagree. Data on the results of the survey conducted by students in class VIII-1 are presented in Table 5.

Table 5. Results of the Likert Scale Questionnaire

No	Item -1	Item -2	Item -3	Item -4	Item -5	Item -6	Item -7	Item -8	Item -9	Item -10
1	2	3	3	2	2	2	3	3	3	1
2	3	2	3	1	1	3	3	1	3	1
3	3	4	3	2	4	3	3	1	2	1
4	3	4	2	3	3	4	3	4	3	2
5	2	3	2	2	2	2	3	2	1	3
6	2	3	2	3	2	2	3	1	3	2
7	1	3	2	3	4	3	4	4	4	3
8	3	3	4	3	3	2	4	3	3	2
9	2	2	4	3	3	3	2	2	1	2
10	2	2	3	2	2	2	3	3	2	1
11	2	2	3	4	2	3	3	4	1	2
12	3	3	4	4	3	3	4	2	4	3
13	2	3	2	3	2	1	3	3	2	1
14	2	2	3	2	4	2	3	1	3	2
15	4	3	3	3	2	3	3	4	2	4
16	2	2	1	3	2	2	2	3	1	2
17	3	3	4	4	3	3	4	2	4	2
18	2	2	3	2	3	4	1	2	3	4
19	3	3	4	4	4	3	4	3	2	3
20	1	2	3	3	2	1	3	3	3	3
21	3	3	4	3	1	2	3	4	2	2
22	2	3	3	2	3	3	3	1	3	3
23	1	2	3	4	3	2	3	4	2	2
24	3	4	3	1	2	2	3	3	4	4
25	2	2	3	3	2	2	3	2	3	2
26	1	3	3	3	4	2	3	2	2	3
27	4	3	3	4	4	3	3	4	3	2
28	3	2	3	4	2	2	3	1	2	2

Based on table 1.4 above, the results of the questionnaire data in the study are as follows: Likert scale calculation Number of statements: 10 Respondents who answered strongly agree (score 4) numbered 68 Respondents who answered agree (score 3) numbered 116 Respondents who answered disagree (score 2) numbered 75 Respondents who answered strongly disagree (score 1) numbered 31

Rumus: T × Pn

T= Total number of respondents who chose

Pn = Choice of Likert score numbers
a. Respondents who answered strongly agree (score 4) totaled = 68 x 4 = 272
b. Respondents who answered agree (score 3) totaled = 116 x 3 = 348
c. Respondents who answered disagree (score 2) totaled = 75 x 2 = 150
d. Respondents who answered strongly disagree (score 1) totaled 31 x 1 = 31

All results are added up, total score = 801 Interpretation of Calculation Score

Y= highest likert score x number of respondents x number of statements
= 4 x 29 x 15
= 1.160
X = 100/ jumlah skor
= 100/ 4
= 25 (lowest distance interval 0% to100%)

Here are the score interpretation criteria based on the interval
Number 0% – 23.99% = Strongly disagree/very poor
Number 24% – 49.99% = Disagree/Poor Number 50% – 74.99% = Agree/Good Number 75% – 100% = Strongly agree/Very Good

Final Solution Index formula = Total score/ Y x 100 = 801/1,160 x 100 = 69.051% (Good) Therefore, the results for the variation of kahoot usage during the evaluation are in the good category.

Discussion

This study aims to determine the effect of the Kahoot evaluation tool on student learning outcomes in the Indonesian language subject of modern poetry text material for grade 8 at SMP Sinar Husni. The results of this study consistently

show that the use of the Kahoot evaluation tool has a positive and significant effect on student learning outcomes in the Indonesian language subject of modern poetry text material at SMP Sinar Husni. Learning outcome data showed a higher increase in the experimental group that conducted the evaluation using Kahoot compared to the control group that conducted the evaluation using a written test. In addition, students' perceptions of the use of Kahoot in the evaluation were also quite good, which supports the effectiveness of this tool in creating a more interesting and motivating learning atmosphere.

In the results of the normality test, because all significance values (sig) are greater than 0.05, it can be concluded that the data for both classes (control and experiment) are normally distributed. Data normality is an important prerequisite for further parametric statistical analysis, such as the t-test.

Then in the homogeneity test results, all significance values are greater than 0.05, indicating that the data variance of both groups (control and experiment) is homogeneous. Homogeneity of variance is also an important assumption for the independent t-test, ensuring that observed differences between groups are not caused by differences in variability in the data.

Furthermore, in the results of the hypothesis test, because the significance value (0.016) is smaller than 0.05, the null hypothesis (ho) is rejected and the alternative hypothesis (ha) is accepted. This means that there is a significant influence of the use of the Kahoot evaluation tool on the learning outcomes of class VIII-1 students in the Indonesian Language subject on modern poetry text material at SMP Sinar Husni. The negative mean difference value indicates that the average learning outcomes of the experimental group (using Kahoot) are higher than those of the control group.

Finally, based on the results of the questionnaire data, based on the score interpretation criteria (50% – 74.99% = Agree/Good), the index result of 69.051% shows that the variation in the use of Kahoot during the evaluation is in the Good category. This indicates that students generally have a positive perception of the use of Kahoot as an evaluation tool.

This finding is in line with previous studies indicating that Kahoot can improve student learning outcomes. The difference between this study and previous studies is that this study focuses on 8th grade junior high school students and focuses on one material in the Indonesian language subject, namely modern poetry. Kahoot's superiority in creating a fun, interactive, and competitive learning atmosphere is likely to contribute to increased student motivation and participation, which in turn has a positive impact on their learning outcomes.

This study also addresses the initial identified constraints, namely the lack of innovation in teaching Indonesian language which causes student boredom and affects learning outcomes. By implementing Kahoot, teachers can provide a more innovative and creative evaluation system, stimulate students' thinking skills, and make learning materials that may be considered boring such as modern poetry texts more interesting. Overall, this study provides strong empirical evidence of the benefits of using Kahoot as an evaluation tool in improving student learning outcomes, especially in the context of learning Indonesian language material on modern poetry texts at the junior high school level.

CONCLUSION

This study clearly proves that the use of Kahoot evaluation media has a positive and significant influence on the learning outcomes of grade VIII students at SMP Sinar Husni, especially on the material of modern poetry texts in Indonesian language lessons. A significant increase in the average posttest score in the experimental group using Kahoot, as well as support from the results of statistical tests (normality, homogeneity, and hypothesis testing), shows that Kahoot is more effective than conventional evaluation methods.

In addition, students' positive responses to the use of Kahoot, as reflected in the results of the questionnaire, indicate that this platform is able

to create a more interesting and motivating learning atmosphere. Therefore, Kahoot has proven to be an effective innovation in overcoming student boredom and encouraging improved learning outcomes in previously less popular materials.

REFERENCES

Afriani, Nuroida. Dkk. (2022). Efektifitas Kahoot dalam Peningkatan Daya Mengajar Tematik Mahasiswa Calon Guru Madrasah Ibtidaiyah. *Jurnal Pendidikan Tambusai, 6(2), 14130-14135.* https://jptam.org/index.php/jptam/article/view/4677

Alianas. (2023). Pengaruh Media Game Edukasi Kahoot Terhadap Hasil Belajar Siswa Kelas VII SMPN 2 Sungguminasa Kabupaten Gowa. Jejak Pembelajaran: *Jurnal Pengembangan Pendidikan. 7(3), 94-102.* https://jurnalhost.com/index.php/jpp/article/view/17

Asrul, Ananda, R., & Rosinta. (2014). Evaluasi Pembajalaran. In Ciptapustaka Media.

Aulia, P., & Nurlaili. (2023). Implementasi Instrumen Evaluasi Pembelajaran Di Tk Rizky Ananda. ANSIRU PAI: *Pengembangan Profesi Guru Pendidikan Agama Islam, 7(1), 238.* https://doi.org/10.30821/ansiru.v7i1.16482

Budiman. (2022). Pemanfaatan Media Sosial sebagai Media Pembelajaran Bahasa Indonesia. EUNOIA *(Jurnal Pendidikan Bahasa Indonesia), 2(2).*

Cahyaningrum, Elief Fitriana. (2022). Implementasi Game Kahoot Untuk Evaluasi Hasil Belajar Siswa.TSAQOFAH: *Jurnal Penelitian Guru Indonesia, 4(1), 545-553.* https://doi.org/10.58578/tsaqofah.v4i1.2529

Damayanti, N. A., & Retno, M. D. (2021). Pengembangan Aplikasi Kahoot Sebagai Media Evaluasi Hasil Belajar Siswa.

EDUKATIF: *Jurnal Ilmu Pendidikan, 3(4), 1647 – 1659.* https://edukatif.org/index.php/edukatif/article/view/656

Darmiah. (2023). Efektifitas Penggunaan Aplikasi Kahoot Sebagai Alat Evaluasi Pada Mata Kuliah Baca Tulis Al-Qur'an. Pionir: *Jurnal Pendidikan, 12(3).* https://doi.org/10.22373/pjp.v12i3.20872

Daryanes, F., & Ririen, D. (2020). Efektivitas Penggunaan Aplikasi Kahoot Sebagai Alat Evaluasi pada Mahasiswa. *Journal of Natural Science and Integration, 3(2), 172.* https://doi.org/10.24014/jnsi.v3i2.9283

Devianty, Rina., (2021). Penggunaan Kata Baku dan Tidak Baku dalam Bahasa Indonesia. EUNOIA *(Jurnal Pendidikan Bahasa Indonesia), 1(2).*

Humaira, Mira & Septi, F. M. (2024). Pengaruh Media Pembelajaran KAHOOT Terhadap Hasil Belajar Siswa Pada Pembelajaran Ipas Di Sekolah Dasar. Didaktika: *Jurnal Kependidikan, 13(4), 4603–4612.* https://jurnaldidaktika.org/contents/article/view/1063

Jayanti, Najaruddin, & Rekaza Akbar. (2024). Kemampuan Menulis Puisi Baru Melalui Pendekatan Outdoor Learning Pada Siswa Kelas Viii Smp Negeri 1 Lawe Alas Tahun Pembelajaran 2022/2023. Tuwah Pande: *Jurnal Ilmu Pendidikan Dan Pengajaran, 3(1), 27–37.* https://doi.org/10.55606/tuwahpande.v3i1.474

Kardian, A. (2018). Upaya Meningkatkan Keterampilan Menyimak Puisi Dengan Menggunakan Metode Course Review Horay. METAMORFOSIS | *Jurnal Bahasa, Sastra Indonesia Dan Pengajarannya, 11(1), 15–22.* https://doi.org/10.55222/metamorfosis.v11i1.25

Launjara, L. (2024). Pengaruh Deklamasi Puisi dalam Pemahaman Makna Puisi. *Jurnal Pembahsi (Pembelajaran Bahasa Dan Sastra Indonesia), 14(1), 55–62.*

https://doi.org/10.31851/pembahsi.v14i1.14017

Paysa, M. S., & Hayati, A. F. (2023). Pengaruh Penggunaan Media Evaluasi Kahoot terhadap Hasil Belajar Siswa (Studi Kasus pada Siswa Kelas X SMA Negeri 2 Padang). *Jurnal Pendidikan Tambusai, 7(2), 9215–9223.* https://www.jptam.org/index.php/jptam/article/view/7717

Sahir, Syafrida Hafni. (2021). Metodologi Penelitian. Yogyakarta: *Penerbit KBM Indonesia.*

Setiawati, H. D., Sihkabuden, & Adi, E. P. (2018). Pengaruh Kahoot! Terhadap Hasil Belajar Siswa Kelas XI di SMAN 1 Blitar. *Jurnal Kajian Teknologi Pendidikan, 1(4), 273–278.* https://journal2.um.ac.id/index.php/jktp/article/view/5816

Sugiyono. (2023). Metode Penelitian Kuantitatif, Kualitatif dan R&D. Bandung: *Penerbit ALFABETA.*

Rambe, R. N. K. (2018). Penerapan Strategi Index Card Match Untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Bahasa Indonesia. *Jurnal Tarbiyah, 25(1).* https://doi.org/10.30829/tar.v25i1.237

Wati, M. L. K., Kanzunnudin, M., & Fathurohman, I. (2022). Analisis Struktural Antologi Puisi Alarm Sunyi Karya Emi Suy. KREDO*: Jurnal Ilmiah Bahasa Dan Sastra, 5(2), 529–546.* https://doi.org/10.24176/kredo.v5i2.7029

Wirda, Yendri, Ikhya U, Ferdi W, Nur L & Sisca F. (2020). Faktor-Faktor Determinan Hasil Belajar Siswa. Jakarta: Pusat Penelitian Kebijakan, Badan Penelitian dan Pengembangan dan Perbukuan, Kementerian Pendidikan dan Kebudayaan.