



**THE IMPACT OF USING KAHOOT! INTERACTIVE  
TECHNOLOGY MEDIA AS LEARNING EVALUATION OF *IPS*  
(SOCIAL STUDY) SUBJECT IN THE ELEMENTARY SCHOOL**

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***Abstract.** This study aims at finding the effect of using Kahoot can be a playful technology media within the study evaluation of Social Studies (IPS) subject in Indonesian elementary schools. A qualitative literature review was conducted with purpose to describe how Kahoot! impacts students' learning evaluation of social study. Using the methodology developed by Bazen, Barg, and Takeshita (2021), this research analyzes 14 secondary data. These are from peer-reviewed journal articles selected for their relevance to Kahoot! in between 2021 — 2025. Data were collected using systematic keywords. Then it was analyzed thematically to identify patterns regarding the purpose of this study. Findings affirm that Kahoot! has positive impact. It enhances student participation, enjoyment, and also academic outcomes as it has real-time feedback for teachers. Kahoot! encourages interactive learning environments and the app supports the individual and collaborative engagement. However, the challenges come with technical limitations and also lack of deep reflection. The significance of this study is its contribution to the understanding how game-based platforms like Kahoot! can improve learning evaluation in IPS (social studies) at the elementary level as it has practical implications for teachers and curriculum planners.*

**Keywords:** Kahoot!, Social Studies, Elementary Education

## **INTRODUCTION**

All teachers can design assessments and learning activities that engage students through fun and competitiveness, thanks to this interactive technology. Özdemir (2025) asserts that Kahoot! Improves learning results, motivation, and enjoyment in pupils. This tool is now being used by teachers to evaluate their students' comprehension. They are using it, especially in classes like social studies where students' interests can vary. Kahoot! It adds to the review process's appeal and engagement. Better participation is thus encouraged and the classroom becomes more concentrated as a result.

several studies have explored more about Kahoot! Impacts in learning and evaluation. For example, the first empirical study of Garza et al. (2023) found that students performed well in Kahoot! Activities. They often achieved better scores on final exams. Similarly, the second study, conducted by Iman, Ramli, and Saridewi (2021), examined students' perceptions. They confirmed that many found the platform helpful in understanding complex concepts. Thirdly, the Ismail et al. (2023) study reported an increase in student enthusiasm and better class participation when Kahoot! was used. Fourthly, Lashari et al. (2024) reported that the use of Kahoot! Improved motivation and engagement among students, as the digital tool brings benefits across various educational

levels and subjects. Hence, all these studies demonstrate that Kahoot Plays a significant role in supporting classroom learning and evaluation.

However, most existing research focuses only on either high school or university students, resulting in a limited focus on elementary school learners. While Munawati, Dama, and Ibrahim (2022) have developed evaluation tools using Kahoot! in science subjects, there is little information about Kahoot! Use in elementary social studies. Furthermore, Licorish and Lötter (2022) examined the perceptions of students and lecturers at the university level. The study had limitations, as it did not consider the needs and reactions of younger learners. This gap shows the lack of understanding of how Kahoot! Supports learning assessment in the context of elementary school and social sciences. A lack of attention characterizes this state of level and age. However, its practice is so important because this is the time when students can experience different cognitive and emotional development compared to older learners.

Therefore, this study contributes to filling the gap in current research. The novelty is found in the specific focus on how Kahoot! Use as a learning evaluation tool in elementary school social studies classes. Compared to past research that primarily targets and focuses on older students or different subjects, this literature review offers novelty in analyzing how Kahoot! can benefit younger learners studying IPS (social studies). Drawing on 14 relevant studies, this research synthesizes findings from different studies to examine how Kahoot! can support evaluation practices at the elementary level. The uniqueness of this study lies in its specific context, that remains understudied in existing scholarly works.

Based on this rationale, the purpose of this study is to conduct a qualitative literature review and analyze secondary data from 14 previous studies. The key is to understand the impact of Kahoot! on learning evaluation in IPS subjects at the elementary level. This study aims to describe how Kahoot! is used as an interactive learning medium during learning evaluations. Through this review, the study will also identify the strengths and challenges of using Kahoot! in this context. So, the researcher hopes to provide theoretical evidence for teachers, school administrators, and education researchers to apply game-based technology in social studies learning evaluations.

## **METHODOLOGY**

The study used qualitative research design to discover the effects of Kahoot! As an interactive learning medium and evaluation tool in elementary social studies education. According to Bazen, Barg, and Takeshita (2021), qualitative research focuses on understanding people's experiences and perspectives. It studies their opinions and creates meaning by analyzing words, patterns, and themes. This is rather than numerical data. This approach is suitable because it helps researchers gain a deep understanding of how students and teachers perceive and experience Kahoot! In the classroom. The study aims to uncover themes across different contexts, and it does not just measure outcomes numerically.

The data source for this research was secondary data, which was obtained from 14 previously published journal articles. These studies were selected to be relevant to the use of Kahoot! In educational settings. It focuses on motivation, learning performance, student engagement, and evaluation effectiveness. The articles ranged from case studies to experimental studies and meta-analyzes. The inclusion criteria required that the studies discuss Kahoot in relation to learning evaluation, and this was a must, particularly in elementary or similar educational settings.

The data collection procedure involved a systematic search and selection process. Keywords such as "Kahoot," "learning evaluation," and "social studies" were used. The goal was to filter relevant journal articles. Once selected, the articles were reviewed carefully. Then, relevant information was extracted manually regarding the main topic of discussion. This process helped gather varied views from different studies and ensured that the secondary data was used and aligned with the study's objective.

In the data analysis stage, thematic analysis was done. It was used to identify recurring patterns, concepts, and findings across the 14 studies. Following the method used by Bazen et al. (2021), the texts were coded based on common themes, including motivation, learning improvement, and teacher feedback. These codes were then grouped. This is categorized to form meaningful interpretations. This approach enabled the researcher to conclude the impact of Kahoot on elementary social studies evaluation.

## **RESULT**

Drawn from 14 data being collected, the utilization of Kahoot! as a fun activity for evaluating learning in elementary social studies has positive impacts on student's academic performance in most of the studies. Garza et al. (2023) found that students who actively participated and scored well in Kahoot! Quizzes tended to perform better in their final exams. Similarly, Salam, Kurniawati, and Izhar (2022) confirmed this. They said that prospective elementary school teachers who used Kahoot! During training, It showed a better understanding of the subject matter. They performed well in comparison to those who used traditional evaluation methods. These findings affirm that Kahoot! Supports formative assessment. So, it enhances students' readiness for the summative tests.

Next, Kahoot! It was also confirmed to have a crucial part in fostering student enthusiasm in social studies classes. Lashari et al. (2024) said the game-like format of Kahoot! Improved learners' interest. It made the classroom to be more enjoyable. Tetep and Arista (2022) added. They emphasized that during the pandemic, Kahoot! Helped keep students motivated as it can increase interaction and can provide instant feedback. In line with this, Rusmardiana et al. (2022) affirmed that even students with low interest in social studies became more active. They became more focused when Kahoot! was being used. Therefore, Kahoot can create a more positive learning environment in IPS subjects

Not only that, students' opinions about Kahoot! as a teaching tool affirm that the app has a positive impact on students' well-being. These are generally Ismail et al. (2023) About how students perceive Kahoot! It's comfortable, easy to use and friendly. They could use it in reviewing material. Iman, Ramli, and Saridewi (2021) supported this belief. They reported that students appreciated Kahoot!'s ability to make tests feel less stressful. Moreover, Licorish and Lötter (2022) said students and lecturers felt Kahoot! Improved classroom with real-time understanding of student progress. This feedback concluded that digital tools like Kahoot! can cater to students' diverse preferences and learning styles.

Although having a positive impact, there some studies pointed out challenges related to its implementation and use. Wirani, Nabarian, and Romadhon (2022) noted that students encountered technical difficulties. These can be poor internet connection and device limitations. This was especially true in rural or under-resourced schools. Additionally, Zhang and Yu (2021) stated that despite Kahoot encouraging quick thinking, it may not support deeper reflection. It did not create long-term understanding if used alone. Likewise, Özdemir (2025) cautioned this. They said that the platform should be combined with other methods. The key was to ensure comprehensive learning

outcomes. These findings affirm that, while Kahoot! It is only helpful if it is applied carefully.

Then, Kahoot! has also shown potential in supporting collaborative learning and classroom interaction. Taesotikul, Chinpaisal, and Nawanopparatsakul (2021) stated that students were more willing to discuss their answers. They help peers to do so during Kahoot! Sessions. Zhang and Yu (2021) said Kahoot! can promote teamwork and communication skills. This was when used in group-based activities. Singh, Mulyadi, and Ong (2024) said that the platform encouraged student-student and teacher-student interactions. They could improve the learning experience. So, this concludes that Kahoot! Supports more social interaction in educational settings.

Then, teachers benefit from using Kahoot! as it has real-time data to guide instruction. Munawati, Dama, and Ibrahim (2022) did a Kahoot!-based evaluation system. They used it for science classes and noted that it helped teachers quickly. Teachers could identify which students needed more support. Then, Özdemir (2025) stated that Kahoot!'s immediate feedback enabled teachers to adjust their lessons based on student responses.

Furthermore, Licorish and Lötter (2022) stated that teachers found the tool effective in keeping students engaged. It helped manage class time efficiently. These advantages confirmed that Kahoot! Supports teachers in both evaluations and also in instructional decision-making.

In conclusion, results from reviewing 14 studies confirmed that Kahoot! has a positive impact on learning evaluation in elementary social studies. It enhances academic performance, boosts motivation, and fosters interaction. Also, it can assist teachers with assessment. However, challenges exist as well. These are technology access and limited critical thinking support. These two must be considered. When used properly and combined with other teaching strategies, Kahoot! can be a great interactive learning tool for evaluating learning in IPS subjects at the elementary level.

## **KESIMPULAN DAN SARAN**

Based on the results of analysing 14 relevant studies, Kahoot! has a positive impact on learning evaluation in elementary social studies. It helps teachers improve student performance, motivation, and classroom engagement. It was accomplished by means of its interactive and game-based features. Kahoot is well-received by students because it makes learning fun and less stressful. This is carried out while teachers gain immediate feedback that enables them to successfully modify their lessons. Additionally, the technology encourages student connection and teamwork. But there are still certain difficulties. These are problems with internet access and the need to strike a balance between learning more deeply and playing games with quick answers. Despite these drawbacks, the overall results lend credence to the notion that Kahoot! can improve the caliber of learning assessments in IPS courses. If it is utilized in conjunction with alternative techniques, Kahoot! becomes a useful tool for elementary school teachers and pupils. Future applications should consider infrastructure readiness. Additionally, they must utilise Kahoot! as part of a blended approach. Therefore, it can also support long-term understanding and critical thinking.

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