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Students' Perception toward the Application of Kahoot! as an Assessment Tool in Literature Component Classes

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ABSRACT
The Kahoot! application is an interactive game-based learning platform that allows teachers to create quizzes, surveys, and engaging discussions. Students answer via mobile phones/laptops, increasing motivation, engagement, and facilitating immediate evaluation of learning outcomes. This electronic application is suitable for quick quizzes, material reviews, and formative assessments. This study aims to describe: 1) students' perceptions of the usefulness of the Kahoot! application as a tool for learning the Malay language literature component; 2) students' perceptions of the ease of implementing the Kahoot! application as a tool for learning the Malay language literature component. This study used a quantitative descriptive method that took place in 2026. The population of this study was grade 5 students who submitted a questionnaire about the use of the Kahoot! application in learning the Malay language literature component. They numbered 60 students, divided into 30 students from Taman Seri Saujana National High School and 30 students from Taman Kota Jaya National High School, Kota Tinggi, Johor, Malaysia. This study used a total sample. Data on students' perceptions of the Kahoot! application as a tool for learning Malay language literature components were collected using a closed questionnaire with 4 options based on a Likert scale. The questionnaire was compiled using objective and systematic procedures to produce questionnaire specifications involving 9 indicators. Data on students' perceptions of the Kahoot! application as a tool for learning Malay language literature components were analyzed using descriptive statistical procedures, namely frequency, percentage, and mean. The results of the study: 1) students' perceptions of the usefulness of the Kahoot! application as a tool for learning Malay language literature components were in the high category; 2) students' perceptions of the ease of implementing the Kahoot! application as a tool for learning Malay language literature components were in the high category.

Keywords: students' perception, application of Kahoot!, assessment tool, literature component

INTRODUCTION

The Kahoot! app is an interactive, game-based learning platform that allows teachers to create quizzes, surveys, and engaging discussions. Students respond via mobile phones or laptops. Each item is announced live, allowing students to clearly assess the accuracy and speed of their answers. Students who answer the same question correctly will receive different scores due to a specific factor, namely speed. This means that students who answer correctly more quickly will receive higher scores than those who answer correctly but take longer. This electronic application is believed to increase student motivation, engagement in learning, and facilitate direct evaluation of learning outcomes. This application is suitable for quick quizzes, material reviews, and formative assessments.

Based on the description above, this article is entitled *Students' Perceptions of the Kahoot! App as a Tool in Learning the Malay Language Component of Literature*. In line with this title, two research questions are formulated. First, what are students' perceptions of the usefulness of the Kahoot! app as a tool for learning the Malay language component of literature? Second, what

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are students' perceptions of the ease of using the Kahoot! app as a tool for learning the Malay language component of literature?

This article has two objectives. The research objectives are to describe: 1) student perceptions of the usefulness of the Kahoot! application as a tool for learning the Malay language literature component; 2) student perceptions of the ease of using the Kahoot! application as a tool for learning the Malay language literature component.

This research offers numerous benefits, depending on the perspectives used. First, from the principal's perspective, this article is useful because it has the potential to be used as supervision material for teachers. Second, from an academic perspective, this article is useful because it expands the study of Malay language learning in the literary component. Third, from the perspective of e-learning tools, this article contributes to the use of electronic media tools in learning.

Relevant articles were found in various online journals. First, Inggriyani et al. (2020) entitled Pendampingan Model Pembelajaran Inovatif Menggunakan Kahoot sebagai Digital Game Based Learning di KKG Sekolah Dasar [Mentoring Innovative Learning Models Using Kahoot as Digital Game-Based Learning in Elementary School KKG]. They he concluded that increasing teacher knowledge about innovative learning models and using kahoot in learning, increasing teacher knowledge in making learning plans, and improving skills using innovative learning models by using game-based digital learning.

Second, Eng &, Feng (2024) entitled Persepsi dan Penerimaan Pelajar terhadap Penggunaan Aplikasi Quizizz dalam Pembelajaran Bahasa Melayu di Sebuah Sekolah Menengah Persendirian Cina [Students' Perception and Acceptance of the Use of the Quizizz Application in Learning the Malay Language in A Chinese Private Secondary School]. The findings of the study found that students have a positive perception of the use of Quizizz application in learning Malay Language, namely the perception of the usefulness of Quizizz application (M = 3.66, SP = 0.85) and the perception of ease of use (M = 3.96, SP = 0.96). This shows that the students have a good opinion of the Quizizz application in learning Malay Language. Not only that, the study also found that the level of student acceptance of the Quizizz application was also high (M = 3.54, SP = 0.92). This shows that students can accept the use of the Quizizz application well in their Malay Language learning. The t-test found no significant difference between the perceptions and levels of acceptance of male and female students towards the use of the Quizizz application ($p>.05$). This study supports the Technology Acceptance Model (TAM) founded by Davis (1986). This TAM model states that an individual's acceptance of a technology depends on his or her perception of the technology. If an individual's perception of technology is good, then he can accept the technology well. Therefore, this study supports the TAM Model because the students have a good perception of the Quizizz application and subsequently can accept it in learning Malay Language. In conclusion, this study shows that the perception and acceptance of Quizizz application is positive. Therefore, Malay Language teachers are expected to apply Quizizz in teaching and learning Malay Language to increase the interest and motivation of students.

Third, Yiing & Mahamod (2021) entitled Keberkesanan Kahoot terhadap Pencapaian Murid Sekolah Rendah dalam Pembelajaran Kosa Kata Bahasa Melayu [Environmental Wisdom in the Novel "Serdadu Pantai" by Laode Insan: A Literary Ecocriticism Review The Impact of Kahoot on Elementary School Students' Achievements in Learning Malay Vocabulary]. The results have shown that there is a significant difference in the final exam score between the experimental group and the control group with a value of $t(60) = -2.475$, $p<0.05$. Therefore, teachers are encouraged to use Kahoot as an alternative teaching tool to help students master Malay vocabulary learning to achieve satisfactory achievements.

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Fourth, Bobi et al. (2023). This study aims to determine the effect of using the quizizz application and google form on student motivation, determine the effect of using the quizizz application and google form on students' cognitive learning outcomes in the subject of the human respiratory system for class VIII students of SMP Negeri 11 Kaur. This type of research is Quasi-Experimental (Pseudo-Experimental). The research design used in this study is nonequivalent control group design. The data analysis technique used to test the hypothesis in this study is the independent sample t-test. The results showed that there was a significant effect of the use of the Quizizz application and Google Form on student motivation and there was a significant effect of the use of the Quizizz application and Google Form on students' cognitive learning outcomes in the material on the respiratory system in humans compared to the control class. The motivation for using the Quizizz Application and Google Form is better than the control class. This can be seen from the average score of students' motivation using the Quizizz application 82.1, Google Form 75.24 and the control class 58.33, while judging from the cognitive learning outcomes of students using Quizizz application 81.66, Google Form 71.66 and control class 58.33. From the results of this study it can be concluded that the use of the Quizizz and Google Form applications in the experimental class is better than the control class which uses conventional media.

METHOD

This research took place at two schools. First, Sekolah Menengah Kebangsaan Taman Seri Saujana, Taman Seri Saujana, Kota Tinggi, Johor, Malaysia. Second, Sekolah Menengah Kebangsaan Taman Kota Jaya, Taman Kota Jaya, Kota Tinggi, Johor, Malaysia which will take place in 2026.

This research uses quantitative descriptive methods. Fah & Hoon (2015), Darussalam & Hussin (2016), Razak (2017), Cohen et al. (2011) stated that descriptive methods are commonly used in various research, including research in the field of education and learning.

The population of this study were level 5 students who submitted questionnaires regarding the use of the Kahoot! in learning Malay, the literary component. They numbered 60 students, divided into 30 students from Sekolah Menengah Kebangsaan Taman Taman Seri Saujana and also 30 students from Sekolah Menengah Kebangsaan Taman Kota Jaya, Kota Tinggi, Johor, Malaysia.

This research uses a total sample. This means that all members of the population are used as sample members.

Data on student perceptions of the Kahoot! as a tool in learning Malay, the literary components were collected using a questionnaire. The questionnaire is closed which involves 4 options based on a Likert scale.

The questionnaire was prepared using objective and systematic procedures to produce a questionnaire specification involving 10 indicators for aspects of the usefulness of the Kahoot! and 11 indiakto for the ease of implementing the Kahoot! in learning Malay, the literary component. Indicators of usability aspects of the Kahoot! in learning Malay literary components:

1) Kahoot! improve the quality of my learning
2) Kahoot! gives me the power to supervise learning
3) Kahoot! allowed me to complete the Malay literature component assignment quickly
4) Kahoot! supports critical aspects of my learning
5) Kahoot! can increase my productivity
6) Kahoot! improve my learning achievement
7) Kahoot! allowing me to complete the Malay language literature component with more work
8) Kahoot! increase my effectiveness in learning

9) Kahoot! makes it easier for me to do Malay language school work
10) Overall, I found Kahoot! very useful in my learning

An indicator of the ease of the Kahoot! In learning Malay the components include:

1) I discovered Kahoot! easy to use
2) Learn to use Kahoot! is easy for me
3) Interact using Kahoot! often doesn't disappoint me
4) Kahoot System! flexible to use
5) It's easy for me to remember how to do assignments using Kahoot!
6) Using Kahoot! doesn't require much mental effort
7) Interaction between me and Kahoot! is clear
8) Interaction between me and Kahoot! is easy to understand
9) I think it doesn't take much effort to play using Kahoot!
10) Overall, I found Kahoot!

Student perception data was analyzed using descriptive statistics. Statistical measures appropriate to this data are frequency and mean (Fraenkel et al., 2012; Mahamod, 2012; Clark et al., 2008; Fulcher & Davidson, 2007).

The percentage value for each statement on each scale value is calculated by dividing the frequency value by the sample size, which is 60, and then dividing by 100. For example, the data in Table 1 for Statement 1 contains the number 44 for scale value 3 and the number 16 for scale value 4. The percentage value is 3.27. This value is obtained by dividing 3 x 44 + 4 x 16 by 100.

The total mean value is calculated by adding all the means for each statement and dividing the result by the number of statements. For example, the total mean in Table 2 is 3.60, derived from the calculation (3.60 + 3.67 + 3.53 + 3.58 + 3.60 + 3.58 + 3.65 + 3.52 + 3.55 + 3.72) / 10.

The category of the mean persepsi guru scale based on the calculation above uses four mean scales. The mean scales are as follows (Razak, 2020):

1) < 1.51 very low
2) 1.51-2.00 low
3) 2.01-3.50 high
4) > 3.50 very high

RESULT

1. Student Perceptions of the Usefulness of the Kahoot! App in Learning the Literature Component of Malay Language

The mean total of student perceptions of the usefulness of the Kahoot! app in learning the literature component of Malay language in grade 5 of Sekolah Menengah Kebangsaan Taman Seri Saujana and Sekolah Menengah Kebangsaan Taman Kota Jaya, Kota Tinggi, Johor, Malaysia was 3.48. This score is in the high category. The highest mean was 3.67 for statement 10 (Overall, I found Kahoot! very useful in my learning). The lowest mean was 3.27 (high category) for statement 1 (Kahoot! improves the quality of my learning). The second highest mean of 3.58 (very high category) occurred in statement 7 (Kahoot! allows me to complete the Malay language literature component with more work). The third highest mean of 3.57 (very high category) occurred in statement 6 (Kahoot! improves my learning achievement). The fourth highest mean of 3.55 (very high category) occurred in statement 8 (Kahoot! increases my effectiveness in learning). The mode of perception for the usefulness aspect of the Kahoot! app was categorized as very high. Complete data is included in Table 1.

https://discussant.dialeks.id/index.php/dj
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Table 1
Student Perceptions of the Usefulness of the Kahoot! Application in the Literature Component of Malay Language Learning

No.	Student Perceptions of the Usefulness of the Kahoot! Application in the Literature Component of Malay Language Learning	Scale 1-4				Mean	Category
		1	2	3	4		
1	Kahoot! improve the quality of my learning	0	0	44	16	3,27	high
		0,00	0,00	73,33	26,67		
2	Kahoot! gives me the power to supervise learning	0	0	39	21	3,35	high
		0,00	0,00	65,00	35,00		
3	Kahoot! allowed me to complete the Malay literature component assignment quickly	0	0	32	28	3,47	high
		0,00	0,00	53,33	46,67		
4	Kahoot! supports critical aspects of my learning	0	0	33	27	3,45	high
		0,00	0,00	55,00	45,00		
5	Kahoot! can increase my productivity	0	0	28	32	3,53	very high
		0,00	0,00	46,67	53,33		
6	Kahoot! improve my learning achievement	0	0	26	34	3,57	very high
		0,00	0,00	43,33	56,67		
7	Kahoot! allowing me to complete the Malay language literature component with more work	0	0	25	35	3,58	very high
		0,00	0,00	41,67	58,33		
8	Kahoot! increase my effectiveness in learning	0	0	27	33	3,55	very high
		0,00	0,00	45,00	55,00		
9	Kahoot! makes it easier for me to do Malay language school work	0	0	36	24	3,40	very high
		0,00	0,00	60,00	40,00		
10	Overall, I found Kahoot! very useful in my learning	0	0	20	40	3,67	very high
		0,00	0,00	33,33	66,67		
	Mean total					3,48	high

2. Student Perceptions of the Ease of Using the Kahoot! App in Learning the Malay Language Literature Component

The mean total of teachers' perceptions of the ease of using the Kahoot! app in learning the Malay language literature component at grade 5 of Sekolah Menengah Kebangsaan Taman Seri Saujana and Sekolah Menengah Kebangsaan Taman Kota Jaya, Kota Tinggi, Johor, Malyasia was 3.60. This score is considered very high. The highest mean was 3.72 for statement 10 (Overall, I found Kahoot! easy to use). The lowest mean was 3.52 for statement 8 (Interaction between me and Kahoot! is easy to understand). Complete data is presented in Table 2.

https://discussant.dialeks.id/index.php/dj
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Table 2
Student Perceptions of the Ease of Using the Kahoot! App in Learning the Malay Language Literature Component

No.	Student Perceptions of the Ease of the Kahoot! Application in the Literature Component of Malay Language Learning	Scale 1-4				Mean	Category
		1	2	3	4		
1	I discovered Kahoot! easy to use	0	0	24	36	3,60	very high
		0,00	0,00	40,00	60,00		
2	Learn to use Kahoot! is easy for me	0	0	20	40	3,67	very high
		0,00	0,00	33,33	66,67		
3	Interact using Kahoot! often doesn't disappoint me	0	0	28	32	3,53	very high
		0,00	0,00	46,67	53,33		
4	Kahoot System! flexible to use	0	0	25	35	3,58	very high
		0,00	0,00	41,67	58,33		
5	It's easy for me to remember how to do assignments using Kahoot!	0	0	24	36	3,60	very high
		0,00	0,00	40,00	60,00		
6	Using Kahoot! doesn't require much mental effort	0	0	25	35	3,58	very high
		0,00	0,00	41,67	58,33		
7	Interaction between me and Kahoot! is clear	0	0	21	39	3,65	very high
		0,00	0,00	35,00	65,00		
8	Interaction between me and Kahoot! is easy to understand	0	0	29	31	3,52	very high
		0,00	0,00	48,33	51,67		
9	I think it doesn't take much effort to play using Kahoot!	0	0	27	33	3,55	very high
		0,00	0,00	45,00	55,00		
10	Overall, I found Kahoot!	0	0	17	43	3,72	very high
		0,00	0,00	28,33	71,67		
	Mean total					3,60	very high

DISCUSSION

Fifth-grade students' perceptions of the Kahoot! application in learning the literary component of Malay language were categorized as very high, as indicated by a total mean of 3.52. Statement 1 (Kahoot! improves the quality of my learning) received the lowest mean score of 3.27 (high category). This was due to the number of sample members who chose the positive scale: scale 3 is 44 students and scale 4 is 16 students.

Based on the description above, statement 1 was indeed among the statements with the lowest mean. However, this mean was categorized as high. Statement 10 (Overall, I found Kahoot! very useful in my learning) received the lowest mean score of 3.67 (very high category). This was due to the number of sample members who chose the positive scale (scale 3) (20 students) and scale 4 (40 students).

The mode of the student perception category for this aspect was very high. This is because out of 10 statements, 6 were categorized as very high. The perceptions of fifth-grade students at Sekolah

https://discussant.dialeks.id/index.php/dj
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Menengah Kebangsaan Taman Seri Saujana and Sekolah Menengah Kebangsaan Taman Kota Jaya, Kota Tinggi, Johor, Malaysia, regarding the ease of using the Kahoot! app in learning the Malay language literature component were also categorized as very high. Furthermore, all statements were categorized as very high.

The results of this study align with findings in several articles on learning using the Kahoot! app. Gani et al. (2022), Lestari et al. (2025), Dyanti et al. (2022), Munawati et al. (2022), and Pathoni et al. (2023) stated that students greatly enjoyed learning using the Kahoot! app.

The use of electronic media such as the Kahoot! app significantly impacts the learning process and outcomes. For teachers, the Kahoot! app guides teachers in easily presenting and discussing questions. For students, the Kahoot! app greatly facilitates receiving and responding to written questions via mobile phones or laptops. The influence of media on the learning process and outcomes has been described in several scientific articles published in online journals, including those by (Subandiyono & Ristiani, 2026; Izzati, 2026; Magu et al., 2026; Syafitri et al., 2026; Hasanah et al., 2026; Yuniarti et al., 2023; Razak et al., 2025). The use of electronic media, such as the Kahoot! app, has a significant domino effect on student learning motivation. This means that using the Kahoot! app can increase student learning motivation.

Learning motivation is essential in every teaching and learning activity. This statement aligns with statements in several scientific articles in online journals (Zalukhu et al., 2026; Almulla, 2020; Arianti, 2020; Bank et al., 2020; Rusiana et al., 2023; Bobi et al., 2020). Furthermore, motivational factors, especially intrinsic motivation, trigger students to achieve (Henry & Cliffordson, 2013; Lamb, 2012; Lasagabaster, 2015; Nizigama et al. (2026).

CONCLUSION

At the end of this article, two conclusions are presented. These conclusions are:

1) Students' perceptions of the usefulness of the Kahoot! application in learning the Malay language literature component at grade 5 of the Sekolah Menengah Kebangsaan Taman Seri Saujana and Sekolah Menengah Kebangsaan Taman Kota Jaya, Kota Tinggi, Johor, Malaysia were categorized as very high, as indicated by a total mean of 3.52. The highest mean was 3.67 for statement 10 (Overall, I found Kahoot! very useful in my learning). The lowest mean was 2.87 for statement 5 (Kahoot! can increase my productivity).
2) Students' perceptions of the ease of using the Kahoot! application in learning the Malay language literature component at grade 5 of the Sekolah Menengah Kebangsaan Taman Seri Saujana and Sekolah Menengah Kebangsaan Taman Kota Jaya, Kota Tinggi, Johor, Malaysia were categorized as very high, as indicated by a total mean of 3.55. The highest mean was 3.72 for statement 10 (Overall, I found Kahoot!). The lowest mean was 3,52; categorized as high for statement 8 (Interaction between me and Kahoot! is easy to understand).

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