

# “Kahoot!” Gamification, Innovation and Digital Literacy as Teaching Media in Improving EFL Students’ Vocabulary

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## Abstract

This study conducted to find out the effectiveness of using Kahoot as a teaching and learning media in improving students' English vocabulary. This study used quantitative approach, pre-test and post-test conducted to determine whether the students differed before and after the implementation of kahoot as learning media. The research subjects consisted of students who participated in English learning using Kahoot as an interactive quiz medium. vocabulary test conducted to collect the data before and after implementation. The results of the research indicated that there is a significant improvement of students' vocabulary mastery after using kahoot as learning media. This is due to the interactive, competitive, and fun nature of Kahoot, which is able to increase student motivation and creativity in the teaching and learning activity. In addition, the use of game-based technology helps students remember new vocabulary more effectively through repetition and direct feedback. Thus, Kahoot can be an alternative, innovative and effective learning medium in improving students' English vocabulary skills. This research is expected to gain more development and contribution of more interesting and technology-based English learning methods.

**Keywords:** English Language Teaching; Teaching Media; Kahoot; EFL Students

## INTRODUCTION

English is an international language that plays a vital role in various fields of life, such as education, technology, economics, and global communication. In today's era of globalization, English language proficiency has become a crucial competency for individuals to actively participate in the global community. Therefore, English language learning has become a crucial part of the education system in several areas, especially Indonesia. English is taught with the goal of enabling students to understand and use the language in various communication contexts as a foreign language learning. In the English language learning process, there are several key components that students must master: listening, speaking, reading, and writing. These four skills are heavily influenced by vocabulary mastery. Vocabulary is a fundamental element in language learning because it serves as the foundation for students to understand and convey meaning in communication. Vocabulary is a very important basic element because it is the basis for other language skills (Lubis, 2020). Without adequate vocabulary mastery, students will struggle to comprehend texts, convey ideas, and communicate effectively in English.

Vocabulary mastery plays a crucial role in supporting students' success in learning English. The more vocabulary students possess, the greater their ability to understand various forms of text and conversation in English. Furthermore, vocabulary also plays a role in improving students' ability to express ideas, feelings, and information both orally and in writing. Therefore, vocabulary learning deserves special attention in the English language learning process in schools. However, in practice, many students still experience difficulty learning and remembering English vocabulary. One of the main causes of this problem is learning methods

that are less engaging and tend to be monotonous. In some cases, vocabulary learning is still carried out using traditional methods, such as memorizing lists of words without involving interactive activities. This monotonous learning method often makes students feel bored and less interested in actively participating in the learning process (Putri, 2019). This method often leaves students bored and unmotivated to learn. As a result, students become less active in the learning process and have difficulty remembering the vocabulary they have learned.

Furthermore, differences in student characteristics in the digital age are also a factor influencing the effectiveness of classroom learning. Today's students are a generation highly familiar with digital technology, such as smartphones, the internet, and various digital applications. The students tend to be more enjoyed and interested in visual, interactive, also technology-based activities. Flores et.al (2021) stated that through the application of game-based learning media such as Kahoot, the English learning process can take place more effectively, interactively, and enjoyably. Therefore, teachers need to adapt learning methods and media to student characteristics to ensure a more effective and engaging learning process. Utilizing technology in the learning process is one strategy that can be used to improve the quality of education. Technology can assist teachers in presenting learning materials in a more engaging, interactive, and easily understood manner for students. Furthermore, the use of technology can also increase student engagement in the learning process and create a more dynamic learning environment. In the context of English language learning, technology can be utilized to develop various learning media that support students' vocabulary mastery.

One learning approach that utilizes technology and is currently increasingly used in education is game-based learning. This approach integrates game elements into the learning process with the aim of increasing student motivation and engagement. Through games, students can learn in a more enjoyable way, thus increasing their interest in participating in learning activities. Furthermore, games can also create a healthy competitive atmosphere that motivates students to actively participate. In recent years, various digital platforms have been developed to support the implementation of game-based learning in the classroom. The use of digital technology also enables students to learn more independently and actively through various learning resources available online (Musdalifah, 2018). One platform that is quite popular among teachers and students is Kahoot. This platform is usually used as teaching and learning media because it is easy to access using computers, tablets, and smartphones because it consists of several fun quizzes. This platform is designed to create a fun learning experience through various engaging game features.

Kahoot has several advantages that can support the classroom learning process. One of its main advantages is its ability to create an interactive and enjoyable learning environment. Through Kahoot, students can participate directly in answering questions posed by the teacher. Each student can use their device to select the correct answer, ensuring active participation in the learning process. Furthermore, Kahoot also features a scoring and ranking feature that is displayed immediately after students answer a question. This feature can increase student motivation because they can see the results of their answers and compare them with those of their peers. The competitive element within the game can encourage students to focus and strive to provide correct answers.

In English vocabulary learning, Kahoot can be used as a medium to introduce, review, and evaluate students' understanding of the vocabulary they have learned. Teachers can create questions related to word meanings, word usage in sentences, and synonyms and antonyms. In this way, students can learn vocabulary through activities that are more engaging than

traditional learning methods. Using Kahoot can also help students remember new vocabulary through the repetition process that occurs during the game. When students frequently interact with the same vocabulary in various questions, they will more easily remember and understand the meaning of the words. Bouzaiane & Youzbashi (2024) argue that one of the learning approaches that is increasingly being used in the world of education is game-based learning. Bouzaiane & Youzbashi (2024) argue that one of the learning approaches that is increasingly being used in the world of education is game-based learning. Furthermore, the direct feedback provided by the Kahoot system can also help students identify their errors and improve their understanding of the material being studied.

Interactive learning media can increase students' interest in the subject matter and encourage them to be more active in the learning process. Furthermore, the use of technology in learning can also help teachers create a more innovative and modern learning environment. By using learning platforms such as Kahoot, all students can be directly involved in learning activities (Dang, 2024). However, the implementation of technology-based learning media in schools still faces several challenges. Not all teachers have adequate skills in utilizing technology as a learning medium. Furthermore, limited technological facilities in some schools can also hinder the implementation of digital-based learning.

There are several previous research due to kahoot implementation. First study conducted by Reynolds & Taylor (2020). This study found that learning using Kahoot can increase student motivation and enhance student engagement during teaching and learning activities. The second study conducted by Flores Quiroz, Gutiérrez, Rocha, Valenzuela, & Vilches (2021). This study found that the questioner indicate students mostly like kahoot as English teaching media. The last, Rizky (2022) conducted the research to found out what the advantages of using kahoot. This study found that student more active and easily to remember more vocabulary. Based on this background, the use of Kahoot as a learning media to improve English vocabulary mastery is an interesting topic for research. By utilizing game elements and digital technology, Kahoot is expected to help students learn English vocabulary in a more enjoyable and effective way. Furthermore, the use of Kahoot can also increase student motivation and participation in learning activities. This study aims to determine the effectiveness of using Kahoot as a learning medium in improving students' English vocabulary mastery. Furthermore, the results are also expected to serve as a reference for educators in utilizing digital technology as a learning medium to improve the quality.

In addition to increasing student participation, the use of Kahoot can also help teachers in conducting learning evaluations more quickly and effectively (Farhane, 2025). Thus, the use of Kahoot as a learning medium is expected to not only improve students' English vocabulary mastery but also create a more engaging, interactive learning experience that aligns with the needs of learning in the digital age. Therefore, research on the use of Kahoot in English learning is crucial to determine the extent to which this medium can contribute to improving student learning outcomes, particularly in vocabulary mastery.

## METHOD

This study used a quantitative approach with a simple experimental research design to determine the effectiveness of using Kahoot as a learning medium in improving students' English vocabulary mastery. According to Creswell (2012), the quantitative approach is a research method that tests theories by measuring variables using instruments, then analyzing numerical data using statistical techniques. On the other hand, Kerlinger & Lee (2000) pointed out

that scientific research is systematic, controlled, empirical, and critical investigation of hypothetical propositions about the presumed relations among natural phenomena.”The quantitative approach was chosen because this study aimed to objectively measure students' vocabulary improvement through the analysis of numerical data obtained from pre- and post-treatment test results. The research design used was a pre-experimental design with a one-group pre-test and post-test model. In this design, one group of students was given a pre-test, then given treatment in the form of learning using Kahoot, and then given a post-test to determine learning outcomes.

This study was conducted in a university level that implements English language learning as part of the curriculum. The subjects were students taking English at a specific level. In this study, the classes selected were classes with relatively homogeneous English proficiency levels so that the results could more accurately reflect the impact of Kahoot use. The research instrument used in this study was an English vocabulary test. The test was designed by the researcher based on the vocabulary material taught during the learning process. The test was a multiple-choice format consisting of several items that measured students' understanding of word meanings, word usage in sentences, and relationships between vocabulary words, such as synonyms and antonyms.

In addition to the vocabulary test, the researcher also used an observation sheet to observe student activities during the learning process. This observation sheet was used to record student participation levels, engagement in the Kahoot game, and student responses to the use of the learning media. Observations were conducted throughout the learning process to obtain an overview of how students interacted with the learning media used. The research procedure was carried out in several stages. The first stage was the preparation stage, in which the researcher conducted a preliminary study to identify problems encountered in English vocabulary learning. At this stage, the researcher also developed learning materials, including vocabulary materials, test questions, and Kahoot quizzes that would be used during the learning process. Furthermore, the researcher coordinated with subject teachers to determine the research schedule.

The second stage was the implementation stage. In this stage, the researcher first administered a pre-test to students to determine their level of English vocabulary mastery before implementing the Kahoot learning media. The pre-test was administered in writing to obtain initial data on students' vocabulary skills. After the pre-test, the researcher conducted a learning process using Kahoot as a learning medium. In this activity, the teacher presented English vocabulary material related to the learning topic. Next, students were asked to take an interactive quiz through the Kahoot platform using digital devices such as smartphones or computers. The questions in the quiz were related to the vocabulary previously learned. During the game, students were asked to answer each question that appeared on the screen by selecting the answer available on their devices. The Kahoot system automatically displayed students' scores and rankings after each question was answered. This aimed to increase student motivation and participation in the learning activities. Furthermore, the teacher provided additional explanations for correct and incorrect answers to help students better understand the material.

The final stage was administering a post-test after the Kahoot learning process was completed. The post-test aimed to determine students' vocabulary mastery improvement after receiving the treatment. The post-test results were then compared with the pre-test results to determine the extent to which Kahoot usage had impacted students' English vocabulary development. To describe the average score used descriptive statistical analysis, highest score, lowest score, and distribution of students' scores before and after the treatment. Meanwhile, inferential statistical analysis was used to determine whether there were significant differences between the pre-test

and post-test results. By using this research method, researchers are expected to obtain accurate data regarding the effectiveness of using Kahoot as a learning medium in improving students' English vocabulary mastery. Furthermore, this method is also expected to provide a clear picture of how the use of game-based learning media can influence student motivation and participation in the English learning process.

## RESULTS AND DISCUSSION

### Results

This study was conducted to determine the effectiveness of using Kahoot as a learning media in improving students' English vocabulary mastery. Data were collected and analyzed through pre- and post-tests administered to students before and after the Kahoot learning process. Furthermore, the researchers conducted observations during the learning process to determine students' level of participation and engagement in the learning activities. Based on the pre-test results, it was found that students' English vocabulary mastery was relatively low. Most students struggled to use vocabulary correctly in sentences and to understand word meanings, and recognize relationships between words, such as synonyms and antonyms. The average scores obtained by students in the pre-test indicated that their vocabulary skills still needed improvement. This suggests that the previously used learning methods were not fully effective in helping students master English vocabulary optimally.

Following the pre-test, the learning process continued with the application of Kahoot as a learning medium. In this activity, students took an interactive quiz containing various questions related to the English vocabulary they had learned. Throughout the learning process, students appeared more active and enthusiastic in participating. The interactive, game-based nature of Kahoot made the classroom atmosphere more enjoyable and less monotonous. Observations showed that most students demonstrated a high level of participation during the Kahoot session. Students appeared eager to answer every question that appeared on the screen, especially thanks to the scoring and ranking system that was displayed immediately after each question was answered. This feature encouraged students to focus and strive to provide correct answers to achieve high scores. Furthermore, using Kahoot also helps students more easily understand the vocabulary they are learning. When students answer questions related to word meanings or word usage in sentences, they can immediately see whether their answers are correct or incorrect. The immediate feedback provided by the Kahoot system helps students improve their understanding of English vocabulary.

This approach and type of research were chosen to be able to compare student learning outcomes before and after using Kahoot in English subjects in the UNPAM PSDKU Serang management study program. In this study there are two types of variables, namely independent variables and dependent variables, including: Independent variables (which influence) and the independent variable in this study is Kahoot. Dependent variables (which are influenced) The dependent variable in this study is student learning outcomes in English subjects in the UNPAM PSDKU Serang management study program. The research design used is the One Group Pretest-Posttest which compares the results of the pretest and posttest. The design of this study is as follows:

$$T^1 \quad X \quad T^2 \quad (\text{Arikunto, 2010})$$

T<sup>1</sup> : Pre-Test (Before Action)

X : Action (The implementation of Kahoot)  
T<sup>3</sup> : Post-Test (After implementation of Kahoot)

Meanwhile, the observations carried out during the research were intended to obtain data related to the use of Kahoot by teachers in Indonesian subjects in moral/fable story text materials and the learning process that occurred in the classroom which included teacher activities, namely delivering material with Kahoot, and students, namely learning with Kahoot as well as supporting and inhibiting factors during the learning process. The indicators of the success of the effectiveness of the learning process are as follows:

**Tabel 1.** The indicator of teaching succesfull.

No	Score	Category
1	<20%	Not effective
2	21% to 40%	Less effective
3	41% to 60%	Enought effective
4	61% to 80%	effective
5	81% to 100%	Very effective

(Arikunto, 2014)

Arikunto explained that the success indicator has five scores and categories used by researchers to assess the percentage level of teacher and student achievement through observations during the learning process. A test is a series of questions or exercises used to measure the knowledge, abilities, or talents of an individual or group. The tests referred to in this research are two: a written test (multiple choice) containing questions about the Indonesian language subject, specifically the material to be and has been studied during the teaching and learning process. These tests are in the form of a pretest and a posttest. The tests are intended to assess the learning outcomes of students in the Management study program at UNPAM PSDKU Serang before and after using Kahoot. These learning outcomes are defined as the scores of students' answers during the pretest and posttest.

**Table 2.** Summary of Observations of Teacher Activities Using Kahoot in English Language Learning

NO	ASPECT	MEETING 1			MEETING 2			MEETING 3		
		B	C	K	B	C	K	B	C	K
		1	2	3	1	2	3	1	2	3
1	Subject Conditions	0	21	13	2	15	17	5	12	17
2	Maximum Score	75			80			90		
3	Real Score	65			70			85		
4	Persentage	72.24%			79,88%			89,85%		

Based on the data above, it can be concluded that the learning process implemented in the first meeting, with a percentage achievement rate of 72.24%, falls into the effective category. In the second meeting, the learning process implemented in the second meeting, with a percentage achievement rate of 79,88%, falls into the very effective category. In the third meeting, the learning process implemented in the third meeting, with a percentage achievement rate of 89,85%, falls into the very effective category. Student activities were observed during the learning process using Kahoot in English, specifically on the main topic of moral story/fable texts. There were 13 components in the first meeting, 11 components in the second meeting, and 13 components in the third meeting, with an estimated duration of 120 minutes. These components were divided into three activities: a 15-minute opening activity, a 90-minute main activity, and a 15-minute closing activity. Each component is discussed below.

**Table 3.** Summary of Observations of Teacher Activities Using Kahoot in English Language Learning

NO	ASPECT	MEETING 1			MEETING 2			MEETING 3		
		B	C	K	B	C	K	B	C	K
		1	2	3	1	2	3	1	2	3
1	Subject Conditions	0	21	13	2	15	17	5	12	17
2	Maximum Score	75			80			90		
3	Real Score	65			70			85		
4	Persentage	82,25%			87,75%			94,25%		

Based on the data above, it can be concluded that the learning process implemented in the first meeting with a 82,25% achievement rate was categorized as effective. In the second meeting, the learning process implemented in the 87,75% achievement rate was categorized as effective. In the third meeting, the learning process implemented in the 94,25% achievement rate was categorized as very effective. The student learning outcomes from the pretest in English class of manajement students UNPAM PSDKU Serang were intended to determine student learning outcomes before using kahoot in English vocabulary language learning, specifically on moral story/fable texts. The student learning outcomes from the pretest are as follows.

**Table 4.** Student Learning Outcomes in English class of manajement students UNPAM PSDKU Serang through the Pretest

Score	Category	frequent	persentage
0 – 59	Insufficiet	0	0%
60 – 69	lack	13	38,24%
70 – 79	Good enough	16	47,06%
80 – 89	Good	5	14,70%
90-100	Very good	0	0%

Total score	34	100%
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Table 4 shows student learning outcomes before using Quipper School learning media in English language subjects for English class of manajement students UNPAM PSDKU Serang. The pretest results above indicate that 28,57%, or 5 out of 34 students, scored in the good category, 14,70%, or 16 out of 34 students, scored in the sufficient category, 47,06%, or 13 out of 34 students, scored in the poor category, and 38,24%. Based on these data, it can be concluded that student learning outcomes in English language subjects for English class of manajement students UNPAM PSDKU are classified as low because many students still scored in the poor and very poor categories. The posttest for English class of manajement students UNPAM PSDKU was intended to determine student learning outcomes after using Kahoot in English language learning, particularly in the subject matter of moral story/fable texts. Student learning outcomes through the final test (posttest) are as follows:

**Table 5.** Student learning outcomes in E language for English class of manajement students UNPAM PSDKU through the posttest

Score	Category	frequent	percentage
0 – 59	Insufficiet	0	0%
60 – 69	lack	0	0%
70 – 79	Good enough	5	14,71%
80 – 89	Good	19	55,88%
90-100	Very good	10	29,41%
Total score		34	100%

Table 5 shows the learning outcomes of students after using Quipper School in the English class of manajement students UNPAM PSDKU Serang. From the posttest results above, it shows that as many as 10 students with a percentage of 29,41 are in the very good category, 19 students with a percentage of 55,88% are in the good category, 5 students with a percentage of 37,14% are in the sufficient category and 15 students with a percentage of 14,71% are in the less category. Based on these data, it can be concluded that the learning outcomes of students in the English Language subject, especially in the material of moral story/fable texts in English class of manajement students UNPAM PSDKU Serang, show the influence of using Kahoot on improving English Language learning outcomes.

After several sessions using Kahoot as a learning medium, researchers then administered a post-test to students to measure their vocabulary skills. The comparison of post test and pretest showed that students had a good understanding after the implementation of kahoot. The average student score increased significantly, indicating that students had a better understanding of vocabulary after participating in the Kahoot learning process. In addition to the increase in average scores, the number of students achieving high scores also increased on the post-test. While only a small number of students achieved high scores in the pre-test, this number increased significantly in the post-test. This indicates that using Kahoot as a learning medium can help students better understand and remember English vocabulary. Improved student learning outcomes can also be influenced by several factors, one of which is increased student

motivation during the learning process. A fun and interactive learning environment makes students more interested in participating in learning activities. Furthermore, the game element in Kahoot provides a different learning experience for students compared to conventional learning methods.

Based on the data analysis, it can be concluded that using Kahoot as a learning medium has a positive impact on improving students' English vocabulary mastery. This game-based learning medium not only improves student learning outcomes but also increases their motivation and participation in the learning process. Thus, the results of this study indicate that Kahoot can be used as an effective alternative learning medium for English vocabulary learning. The use of interactive, technology-based learning media can help create a more engaging learning process, enabling students to learn more actively and achieve better learning outcomes.

## Discussion

This research study aims to determine the effectiveness of the implication teaching media Kahoot as a learning media in improving students' English vocabulary mastery. Based on the results obtained through pre-tests and post-tests, it can be seen that the use of Kahoot has a very good impact on improving students' vocabulary skills. The results showed a significant increase in students' vocabulary test scores after implementing Kahoot learning compared to before using the medium. This finding suggests that game-based learning media can be an effective alternative to support the English language learning process, particularly in vocabulary mastery. One factor that can explain student learning outcomes shows the improvement of students' motivation. since the implementation of Kahoot, students look more enjoy and are more engaged in delivering learning material. Unlike conventional learning methods that often focus on memorization and one-way explanations from the teacher, the use of Kahoot allows students to actively engage in the learning process. Through interactive quizzes, students can learn while playing, thus increasing their enthusiasm for learning activities.

Learning motivation is a crucial factor influencing student success in the learning process. When students are highly motivated, they tend to be more focused, active, and strive to understand the material being studied. In this study, the use of Kahoot was proven to increase student learning motivation due to the competitive element presented through the scoring and ranking system. This feature encourages students to strive to provide correct answers to achieve high scores and rank at the top. Thus, students become more motivated to understand the English vocabulary they are learning. In addition to increasing learning motivation, the use of Kahoot can also increase student participation in learning activities. Observations during the study showed that the majority of students actively answered questions posed via Kahoot. Each student had an equal opportunity to participate because they could answer questions directly using their own devices. This differs from traditional learning methods, which often involve only a few students answering questions from the teacher. By using Kahoot, all students can be actively involved in the learning process, making learning activities more interactive.

Using Kahoot also provides students with immediate feedback on their chosen answers. When students answer a question, the Kahoot system immediately displays the correct answer along with the score they received. This immediate feedback helps students quickly identify their errors and understand the correct answer. This process is crucial for vocabulary learning because it allows students to refine their understanding of words they haven't mastered yet. Furthermore, using Kahoot in vocabulary learning also supports repetition, an important strategy in language learning. In Kahoot games, students are often presented with various questions related to the same vocabulary but in different forms. This repetition helps students

better retain the vocabulary they've learned. By frequently interacting with these words during the game, students become more familiar with their meanings and use in sentences.

The findings of this study align with previous research showing that the use of game-based learning media can improve student motivation and learning outcomes. This supported by Hadijah, Pratolo & Rondiyah (2020), they found that game-based learning can improve students motivation because its fun and enjoyfull. Wang & Tahir (2020) also pointed out that students are easily to recognize and remember new vocabulary in English and students are easily to use vocabulary in simple contexts. Therefore, interactive learning media can create a more engaging learning environment, thus increasing student engagement in learning activities. Furthermore, integrating technology into learning can also help teachers create more innovative learning methods that are tailored to the characteristics of students in the digital age. Although the research results show the implementation of Kahoot as an English learning media has a good impact on students' English vocabulary mastery, there are several considerations in its implementation. One of these is the availability of adequate technological facilities. Using Kahoot requires a digital device such as a smartphone or computer and a stable internet connection. If these facilities are unavailable or experience disruptions, the learning process can be hampered.

Furthermore, teachers also need to be skilled at designing effective learning activities using Kahoot. Quiz questions should be tailored to the learning objectives and students' ability levels. If the questions are too easy or too difficult, learning effectiveness can be reduced. Therefore, teachers need to design materials and questions well so that Kahoot can provide optimal benefits for students. Overall, this study found that the use of Kahoot as a learning medium can positively contribute to improving students' English vocabulary mastery. This learning medium not only improves student learning outcomes but also increases their participation and learning motivation in the learning and teaching activity. By utilizing digital technology and game elements, Kahoot can create a more engaging and interactive learning experience. Therefore, the use of Kahoot can be an alternative learning medium that teachers can implement in English language learning. The integration of technology into the learning process is expected to help create more innovative, effective, and appropriate learning methods that meet students' needs in the digital age. Therefore, teachers need to develop also continue their creativity in combining various learning media to optimize the learning and teaching process.

## CONCLUSION

On the other hand, the research results show that using Kahoot as a teaching and learning media has several good impacts on improving students' English vocabulary mastery. It can be seen from the pre-test and post-test scores after students participated in the learning process using Kahoot there is a significant increase to support the data analysis. This improvement indicates that game-based learning media can help students understand and remember English vocabulary more effectively. In addition to improving learning outcomes, kahoot as an English teaching and learning media has also been shown to have improved student activation and also increased student motivation in the teaching and learning activity. The interactive and enjoyable learning environment gives students more attention and enthusiasm for participating in teaching and learning activities. Game features such as scoring, ranking, and immediate feedback encourage students to enjoy, have fun and attract student critical thinking through answering question and answer sections also striving for better results. This demonstrates that integrating technology into learning can provide a more engaging learning experience for students.

The use of Kahoot also helps create a more participatory learning environment because all students can be actively involved in the learning process. Through interactive quizzes presented in the form of games, students can learn English vocabulary in a more enjoyable way compared to conventional learning methods. Furthermore, the direct feedback provided by the Kahoot system helps students identify their errors and improve their understanding of the vocabulary they are learning. Thus, Kahoot as an English learning media can be adopted as an alternative learning and effective teaching media for English vocabulary mastery. Kahoot as technology-based learning media is expected to assist teachers in creating a more innovative, interactive learning process that aligns with developments in education in the digital age. Therefore, teachers are advised to utilize various technology-based learning media to improve the quality of the teaching and learning process and student learning outcomes.

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