

KAHOOT GAMIFICATION AS A STRATEGY FOR INTERNALIZING PANCASILA VALUES FOR ARABIC LANGUAGE EDUCATION STUDENTS

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Abstrak

Pembelajaran Pancasila sering kali berlangsung secara tekstual sehingga kurang mampu memantik partisipasi aktif mahasiswa. Penelitian ini bertujuan menganalisis bagaimana gamifikasi berbasis Kahoot dapat menginternalisasikan nilai-nilai Pancasila pada mahasiswa Pendidikan Bahasa Arab UIN Sunan Kalijaga Yogyakarta. Karena itu, penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus untuk menggali secara mendalam pengalaman belajar mahasiswa selama mengikuti pembelajaran berbasis gamifikasi. Data dikumpulkan melalui observasi partisipatif, wawancara mendalam, dan dokumentasi, kemudian dianalisis dengan teknik reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penggunaan Kahoot mampu menciptakan dinamika kelas yang lebih interaktif, kompetitif, dan kolaboratif. Mahasiswa menunjukkan peningkatan motivasi intrinsik, terlihat dari respons spontan, fokus yang lebih kuat, serta keterlibatan konsisten selama permainan berlangsung. Selain itu, pemahaman mahasiswa terhadap nilai-nilai Pancasila meningkat melalui soal-soal aplikatif yang mendorong mereka mengaitkan konsep dengan kehidupan nyata. Gamifikasi juga berkontribusi pada pembentukan civic engagement digital melalui perilaku sportif, kejujuran, dan kepatuhan terhadap aturan permainan. Peran dosen sebagai fasilitator menjadi faktor penting dalam menjaga keseimbangan antara kesenangan bermain dan kedalaman refleksi nilai. Meskipun ditemukan kendala teknis seperti jaringan tidak stabil, hambatan tersebut tidak mengganggu efektivitas pembelajaran secara signifikan.

Kata Kunci: Gamifikasi, Kahoot, Internalisasi nilai Pancasila, Motivasi belajar, Keterlibatan digital.

Abstract

Pancasila education is often delivered through textual and didactic approaches, which tend to limit active student engagement. This study aims to analyze how Kahoot-based gamification facilitates the internalization of Pancasila values among students of the Arabic Language Education Department at UIN Sunan Kalijaga Yogyakarta. Therefore, this study employs a qualitative case study design to explore students' learning experiences during gamified instruction. Data were collected through participatory observation, in-depth interviews, and documentation, and were analyzed using data reduction, data display, and conclusion drawing techniques. The findings indicate that Kahoot gamification successfully creates a more interactive, competitive, and collaborative learning environment. Students demonstrated increased intrinsic motivation, marked by spontaneous reactions, increased focus, and consistent engagement throughout the activity. Their understanding of Pancasila values improved through application-based questions that encouraged them to connect concepts with real-life contexts. Gamification also fostered digital civic engagement, reflected in students' sportsmanship, honesty, and adherence to game rules. The lecturer's role as a facilitator was crucial in balancing enjoyment with meaningful value reflection. Although some technical challenges occurred, such as unstable internet connections, these issues did not significantly hinder the learning process.

Keywords: Gamification, Kahoot, Pancasila value internalization, Student motivation, Digital civic engagement.



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INTRODUCTION

Pancasila learning in higher education has a strategic role in shaping students' civic character amidst increasingly complex social and cultural changes.¹ However, the dynamics of learning, which often take place in a textual and didactic manner, cause students to show a tendency to be passive and less motivated to internalize Pancasila values reflectively.² This situation is relevant to the context of Arabic Language Education (PBA) students at UIN Sunan Kalijaga Yogyakarta, whose daily academic activities focus more on the study of Arabic language, literature, and pedagogy. Therefore, learning Pancasila requires a more creative approach to spark their engagement. Amidst the development of digital technology and the increasing need for 21st-century civic literacy, gamification is a potential strategy for creating a more interactive and meaningful learning environment.³ Thus, the main issue that needs to be discussed is how gamification through the Kahoot platform can increase learning motivation, understanding of Pancasila values, and digital engagement as part of student civic engagement.

Previous research on gamification in education has generally focused on improving cognitive learning outcomes, learning engagement, or user experience in general learning contexts.⁴ Although several studies have shown the success of gamification in increasing class participation, most of these studies are still limited to exact sciences or language courses, so there is not much discussion about the integration of gamification with learning civic values and state ideology.⁵ Furthermore, little research has specifically examined the use of gamification among Arabic Language Education students, who have unique learning characteristics due to their daily academic life being more oriented towards texts and classical literature studies. This gap highlights the need to understand how gamification works in the context of Pancasila learning, which demands mastery of values and moral engagement, not just cognitive achievement. Previous research has also rarely

¹ Dunosel Ir Koebanu, "Refleksi Nilai-Nilai Pancasila Dalam Praktik Pendidikan Karakter Pada Mahasiswa," *CITIZEN: Jurnal Ilmiah Multidisiplin Indonesia* 4, no. 1 (2024): 1–8, <https://doi.org/10.53866/jimi.v4i1.465>.

² Falmatul Basiroh and Mukhamad Murdiono, "Penerapan Penggunaan Bandicam Pada Mata Kuliah Pendidikan Pancasila Untuk Peningkatan Hasil Belajar Mahasiswa," *Jurnal Ilmiah Pendidikan Pancasila Dan Kewarganegaraan* 7, no. 3 (2022): 579, <https://doi.org/10.17977/um019v7i3p579-587>.

³ Ahmad Arif Wahyudi R. et al., "Implementasi Gamifikasi Sebagai Strategi Pembelajaran Sejarah Untuk Meningkatkan Keterlibatan Sosial Dan Pemahaman Siswa Dalam Konteks Zone of Proximal Development," *Jurnal Wahana Pendidikan* 12, no. 1 (2025): 109, <https://doi.org/10.25157/jwp.v12i1.17159>.

⁴ Aris Triwahyu Febriansah et al., "Gamification Developments in Education: Perkembangan Gamifikasi di Bidang Pendidikan," *Scholaria: Jurnal Pendidikan Dan Kebudayaan* 14, no. 2 (2024): 177–86, <https://doi.org/10.24246/j.js.2024.v14.i2.p177-186>; Randitha Missouri and Siti Nurkasmir, "Analisis Dampak Gamifikasi Dalam Manajemen Kelas Terhadap Motivasi Dan Hasil Belajar Siswa," *Pendiri: Jurnal Riset Pendidikan* 2, no. 1 (2024): 9–17, <https://doi.org/10.63866/pendiri.v2i1.60>.

⁵ Srimuliyani Srimuliyani, "Menggunakan Teknik Gamifikasi Untuk Meningkatkan Pembelajaran Dan Keterlibatan Siswa Di Kelas," *EDUCARE: Jurnal Pendidikan Dan Kesehatan* 1, no. 1 (2023): 29–35, <https://doi.org/10.70437/jedu.v1i1.2>.

linked gamification to digital civic engagement,⁶ even though this aspect is very relevant in the context of the development of technology-based learning systems.

Based on the research gap, the main question to be answered in this study is: How does the implementation of Kahoot gamification contribute to the process of internalizing Pancasila values, learning motivation, and digital engagement of Arabic Language Education students at UIN Sunan Kalijaga Yogyakarta? This study also asks how class dynamics, student responses, and pedagogical interactions are formed during the gamification process. The purpose of this study is to analyze students' learning experiences through a qualitative approach, describe patterns of motivation and understanding of values, and explain how digital engagement can foster civic engagement practices in the context of Pancasila learning. This study also aims to provide theoretical contributions to the development of technology-based Pancasila learning methods and practical contributions in designing more effective learning strategies for Arabic Language Education students.

This research is positioned on the argument that Kahoot-based gamification is not just a technological tool, but rather a pedagogical strategy that is able to enrich students' learning experiences through competitive, collaborative, and reflective mechanisms.⁷ Gamification can be a medium for internalizing values because it creates a learning experience that is closer to the digital world of students, strengthens the affective aspects of learning, and facilitates active participation that is often difficult to achieve in normative learning.⁸ In the context of Arabic Language Education students, gamification provides a more dynamic interaction space and shifts Pancasila learning from rote memorization to a more applicable and contextual understanding. Therefore, the main argument of this study is that integrating gamification into Pancasila learning has the potential to strengthen learning motivation, deepen understanding of values, and build students' digital citizenship awareness as part of civic engagement.

Gamification has become one of the modern pedagogical approaches used to increase student engagement and motivation to learn.⁹ Conceptually, gamification refers to the use of game elements such as points, challenges, badges, and leaderboards in non-game contexts, including

⁶ Leni Anggraeni et al., "Citizens in Hyperconnection: How to Civic Engagement Building through Character Education on Digital Platforms?," *Jurnal Moral Kemasyarakatan* 9, no. 1 (2024): 82–89, <https://doi.org/10.21067/jmk.v9i1.10225>.

⁷ Lis Setyowati et al., "Literatur Review: Efektivitas Penggunaan Aplikasi Kahoot Sebagai Media Assesmen Pembelajaran Untuk Meningkatkan Hasil Belajar," *Edukasiana: Jurnal Inovasi Pendidikan* 4, no. 3 (2025): 475–84, <https://doi.org/10.56916/ejip.v4i3.1285>.

⁸ Muhamad Iqbal Zea Ul Haque et al., "Gamifikasi Pembelajaran Dan Pengaruhnya Terhadap Motivasi Belajar Mahasiswa," *Jurnal Pembelajaran Inovatif* 7, no. 1 (2024): 58–70, <https://doi.org/10.21009/JPI.071.07>.

⁹ Sanatang et al., "Pengaruh Model Blended Learning Berbasis Gamifikasi Terhadap Motivasi Belajar Dan Hasil Belajar Mahasiswa," *Jurnal MediaTIK*, May 8, 2024, 7–13, <https://doi.org/10.59562/mediatik.v6i3.1451>.

education.¹⁰ In higher education, gamification is believed to facilitate a more active and enjoyable learning process, while encouraging students to participate voluntarily through interactive mechanisms. This concept is relevant in Pancasila learning, which is often considered dry and normative, because gamification transforms the classroom into a dynamic learning space through healthy competition, collaboration, and real-time digital interaction.¹¹

One of the reasons gamification is effective is its ability to fulfill basic psychological needs in motivation theory, such as competence, affiliation, and autonomy.¹² Through leaderboards, students feel challenged to improve their skills, through the comments or reactions feature, they feel a sense of social affiliation, and through answer choices, they gain control over the learning process. Therefore, the use of Kahoot, which integrates all of these elements, has been shown to increase students' intrinsic motivation, as reported in various studies.¹³ Gamification also helps overcome students' tendency to be passive in normative courses, by providing learning experiences that are more engaging and close to their digital lives.

Among various platforms, Kahoot has become a popular gamification medium due to its ease of access, attractive design, and ability to combine visual, auditory, and kinesthetic learning. Kahoot allows lecturers to assess student understanding in real time while monitoring class dynamics.¹⁴ In Arabic language education, which is accustomed to text-based learning and literary analysis, Kahoot provides a more varied and concentration-inducing pedagogical alternative. Therefore, gamification theory serves as the primary foundation for this research in understanding how game elements can influence the learning process of Pancasila values.

Internalization of Pancasila values is an important process in Indonesian citizenship education, especially in shaping students' identity and character as citizens.¹⁵ Internalization of values can be understood as an effort to bring values from abstract concepts to become part of an individual's awareness and behavior through the process of appreciation, habituation, and moral

¹⁰ Amina Khaldi et al., "Gamification of E-Learning in Higher Education: A Systematic Literature Review," *Smart Learning Environments* 10, no. 1 (2023): 10, <https://doi.org/10.1186/s40561-023-00227-z>.

¹¹ Serafeim A. Triantafyllou et al., "Gamification in Education and Training: A Literature Review," *International Review of Education* 71, no. 3 (2025): 483–517, <https://doi.org/10.1007/s11159-024-10111-8>.

¹² Pin Luarn et al., "Enhancing Intrinsic Learning Motivation through Gamification: A Self-Determination Theory Perspective," *The International Journal of Information and Learning Technology* 40, no. 5 (2023): 413–24, <https://doi.org/10.1108/IJILT-07-2022-0145>.

¹³ Nashmi Turaikhim Alrashedi et al., "The Effects of Gamified Platforms on Enhancing Learners' Ambition," *Journal of Ecohumanism* 3, no. 8 (2024), <https://doi.org/10.62754/joe.v3i8.5004>.

¹⁴ Abdul Malik et al., "Implementasi Media Interaktif Kahoot Dalam Meningkatkan Keterlibatan Siswa Dalam Proses Pembelajaran Sejarah Kebudayaan Islam Di Man 2 Kota Sukabumi," *Epistemic: Jurnal Ilmiah Pendidikan* 4, no. 2 (2025): 304–19, <https://doi.org/10.70287/epistemic.v4i2.432>.

¹⁵ Muhammad Hadiatur Rahman et al., "Implementasi Pendidikan Karakter Mahasiswa Melalui Pembelajaran Pancasila," *Jurnal Civic Hukum* 9, no. 1 (2024), <https://doi.org/10.22219/jch.v9i1.29615>.

reflection.¹⁶ In higher education, internalization of values cannot stop at mastering theory, but must include students' ability to apply these values in academic, social, and digital life.

The model for internalizing values in Pancasila education generally combines cognitive, affective, and psychomotor dimensions. The cognitive dimension relates to understanding the basic concepts and principles of Pancasila; the affective dimension relates to attitudes, morality, and ethical sensitivity; and the psychomotor dimension relates to concrete behavior in social and digital life. However, various studies show that Pancasila learning often remains trapped in a cognitive approach that emphasizes memorization. As a result, students lack the space to reflect on these values.

This is where gamification finds its relevance. Gamification provides a hands-on experience that triggers emotional engagement, allowing students to experience values such as sportsmanship, honesty, unity, or cooperation through game situations. This approach aligns with *experiential learning*¹⁷ which emphasizes that effective learning occurs when students experience, reflect on, and relate it to real-life contexts. In the context of this research, Kahoot serves not only as an evaluation tool but also as an affective learning medium that encourages students to internalize Pancasila values through real-life experiences in digital interactions.

Civic engagement is the involvement of citizens in social, political, or community activities aimed at advancing life together.¹⁸ In higher education settings, civic engagement includes student participation in deliberative, collaborative, and ethical activities that reflect concern for issues.¹⁹ Civic engagement is not only limited to physical activities in public spaces, but also includes digital civic engagement, namely the use of information technology to carry out meaningful, ethical, and responsible social interactions.

In the digital era, students interact through various online platforms that enable them to discuss, collaborate, or engage in dialogue on public issues. Therefore, Pancasila learning needs to consider the digital citizenship dimension as an integral part of modern civic engagement. Kahoot, as a digital interaction medium, encourages students to act quickly, honestly, and fairly in answering questions. This process fosters digital citizenship behaviors such as integrity, collaboration, and

¹⁶ Asri Darwanti et al., "Perspektif Moral Knowing Thomas Lickona Pada Pembentukan Karakter Disiplin Siswa Di Sekolah Dasar," *Cetta: Jurnal Ilmu Pendidikan* 8, no. 3 (2025): 1–11, <https://doi.org/10.37329/cetta.v8i3.3996>.

¹⁷ Victória Figueiredo Motta and Simone Vasconcelos Ribeiro Galina, "Experiential Learning in Entrepreneurship Education: A Systematic Literature Review," *Teaching and Teacher Education* 121 (January 2023): 103919, <https://doi.org/10.1016/j.tate.2022.103919>.

¹⁸ Erfain Erfain, "Strategi Sivil Society Dalam Pendidikan Politik Inklusif Untuk Memperkuat Civic Engagement Generasi Z," *Journal of Humanities, Social Sciences, and Education* 1, no. 4 (2025): 140–51, <https://doi.org/10.64690/jhuse.v1i4.226>.

¹⁹ Yayuk Hidayah et al., "Penguatan Civic Engagement Berbasis Pancasila untuk Membangun Kesadaran Konstitusional Menuju Warga Negara yang Baik dan Berkelanjutan Pada Era Digital," *Jurnal Sosial Studi* 13 (March 2025): 11–21, <https://doi.org/10.23960%2Fjss.v13i1.31573>.

respect for rules. Thus, civic engagement is formed not only through direct social activities but also through digital experiences that demand collective responsibility.

RESEARCH METHODS

This research uses a qualitative approach with a case study type to deeply understand the process of internalizing Pancasila values through Kahoot gamification among Arabic Language Education (PBA) students at UIN Sunan Kalijaga Yogyakarta. This approach was chosen based on the need to explore students' learning experiences holistically, including emotional dynamics, participation patterns, and value reflections that cannot be measured through quantitative approaches.²⁰ Case studies allow researchers to focus on a specific classroom context, allowing for in-depth and focused interpretation of the data.

To obtain a rich and comprehensive picture, the research process began with a preparatory phase involving obtaining research permits, developing observation guidelines, planning a gamification implementation schedule, and aligning the activities with the Pancasila lecturer. At this stage, the researcher also conducted an initial mapping of student characteristics, the level of technological device readiness, and the condition of the classroom where data collection would take place. This detailed planning phase was crucial to ensure that the gamification activities could proceed without significant obstacles, while also ensuring that the entire data collection process was systematic and consistent.

The research was conducted in several face-to-face sessions, starting with class orientation, the implementation of a Kahoot-based gamification quiz, and ending with a closing session with student reflections. Observations were conducted directly by the researcher to capture class dynamics, student responses to the leaderboard, competition patterns, and interactions between students and lecturers. In addition, the researcher recorded various spontaneous phenomena such as student comments, nonverbal expressions, and digital communication patterns that emerged during the quiz. These observational steps are important because gamification is a highly dynamic activity and requires real-time observation to understand its affective and interactional impacts.

²⁰ Muhammad Wahyu Ilhami et al., *Penerapan Metode Studi Kasus Dalam Penelitian Kualitatif*, May 12, 2024, <https://doi.org/10.5281/ZENODO.11180129>.

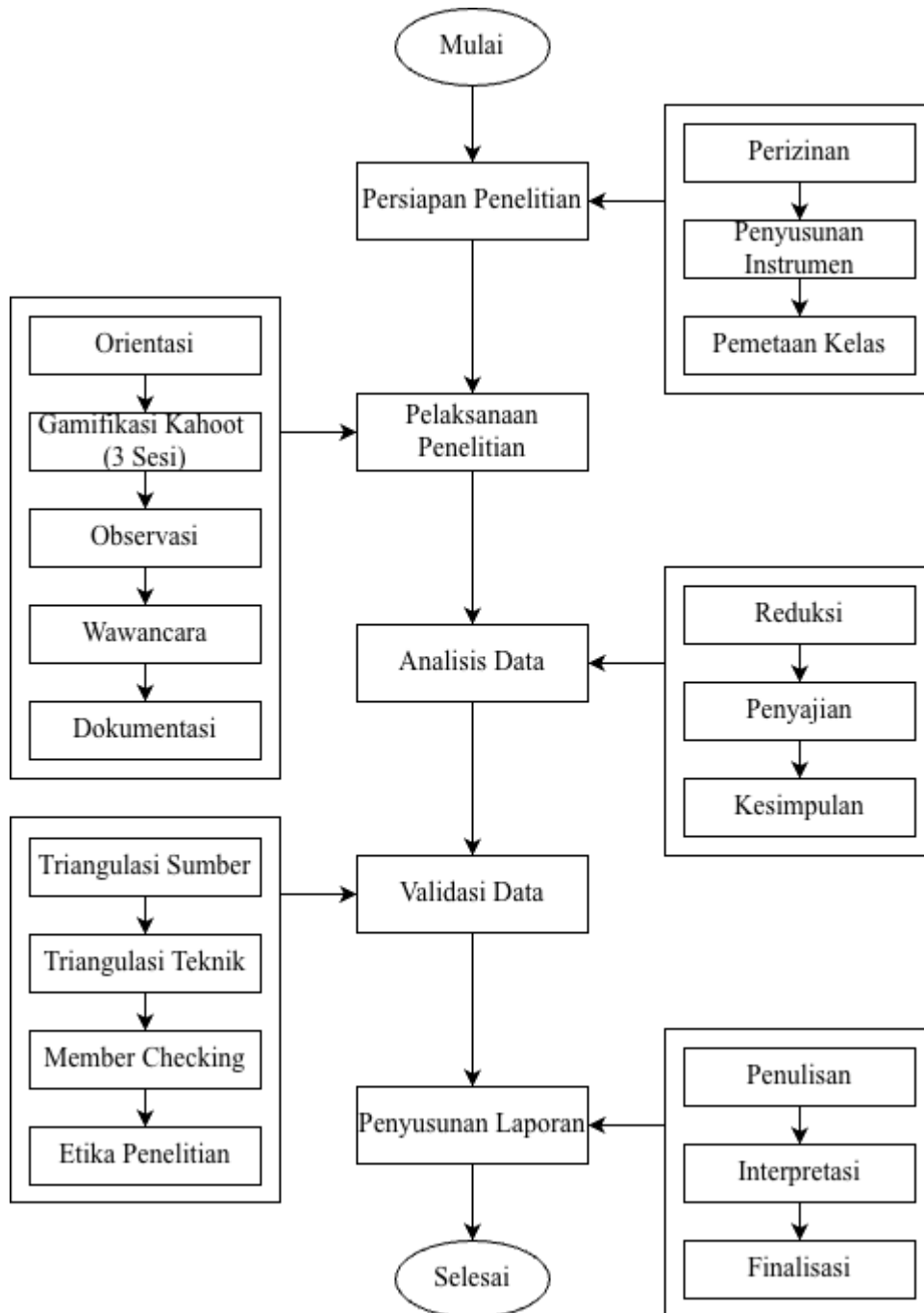


Figure 1. Research Flowchart

The research instruments used include observation guidelines, semi-structured interview guidelines, and documentation sheets.²¹ An observation guide was used to record student behavior related to motivation, engagement, and digital interactions during the gamification activities. An

²¹ Ardiansyah et al., “Teknik Pengumpulan Data Dan Instrumen Penelitian Ilmiah Pendidikan Pada Pendekatan Kualitatif Dan Kuantitatif,” *Jurnal IHSAN: Jurnal Pendidikan Islam* 1, no. 2 (2023): 1–9, <https://doi.org/10.61104/ihsan.v1i2.57>.

interview guide was designed to explore students' perspectives on their experiences using Kahoot, their interpretation of Pancasila values, and how they perceived the process of internalizing values through the game's mechanics. Documentation was conducted in the form of activity photos and student reflective notes. All these instruments were used to generate rich and varied data, enabling strong triangulation.

Data collection techniques were carried out using three main methods: participant observation, in-depth interviews, and documentation.²² Participatory observation allowed researchers to be directly involved in the classroom and witness real-life interactions between lecturers and students during the gamification process. In-depth interviews were conducted with 10 students who were purposively selected based on their varying levels of participation during the game, including students with high, medium, and low scores. This selection was made so that the interview data could represent diverse learning experiences. Documentation was used to complement the observation and interview results so that all findings could be systematically traced.

Data analysis was carried out through the stages of data reduction, data presentation, and drawing conclusions as described by Miles, Huberman, and Saldana.²³ In the data reduction stage, researchers sifted through observation notes, interview transcripts, and documentation to identify key themes such as learning motivation, digital engagement, understanding of Pancasila values, and implementation challenges. The data presentation stage involved organizing information into thematic narratives that illustrated the relationships between themes, classroom dynamics, and the meanings emerging from students' experiences. In the final stage, researchers drew conclusions by integrating all data to identify key patterns that represented students' experiences in gamified learning.

To maintain data validity, this study applied qualitative validity techniques such as source triangulation, technical triangulation, and member checking. Source triangulation was conducted by comparing findings from observations, interviews, and documentation.²⁴ Technical triangulation is carried out by combining three types of data collection methods. Meanwhile, *member checking* This was done by asking several informants to reconfirm the summary of their interview results to ensure that the researcher's interpretations aligned with their experiences. Furthermore, the researcher maintained ethical aspects of the research by providing complete information

²² Siti Romdona et al., "Teknik Pengumpulan Data: Observasi, Wawancara Dan Kuesioner," *JISOSEPOL: Jurnal Ilmu Sosial Ekonomi Dan Politik* 3, no. 1 (2025): 39–47, <https://doi.org/10.61787/taceee75>.

²³ Michelle Salmona and Dan Kaczynski, "Qualitative Data Analysis Strategies," in *How to Conduct Qualitative Research in Finance*, ed. Dan Kaczynski et al. (Edward Elgar Publishing, 2024), <https://doi.org/10.4337/9781803927008.00012>.

²⁴ Dedi Susanto et al., "Teknik Pemeriksaan Keabsahan Data Dalam Penelitian Ilmiah," *Jurnal QOSIM Jurnal Pendidikan Sosial & Humaniora* 1, no. 1 (2023): 53–61, <https://doi.org/10.61104/jq.v1i1.60>.

regarding the research objectives, guaranteeing student anonymity, and ensuring that the data was used solely for academic purposes.

Overall, the methodological design of this study allows researchers to comprehensively understand how Kahoot gamification impacts Pancasila learning among Arabic Language Education students. Through intensive observation, in-depth interviews, and systematic thematic analysis, this study successfully describes students' learning experiences in detail, from both cognitive, affective, and digital perspectives. Thus, the research method used provides a strong foundation for interpreting the results scientifically and adequately, and makes a meaningful contribution to the development of technology-based Pancasila learning strategies in higher education.

RESULTS AND DISCUSSIONS

The results of this study were obtained through participatory observation, in-depth interviews, and documentation conducted with Arabic Language Education students at UIN Sunan Kalijaga Yogyakarta in the context of gamification-based Pancasila learning using the Kahoot platform. Analysis of the qualitative data yielded a comprehensive picture of the dynamics of classroom interactions, learning motivation, understanding of Pancasila values, and students' digital engagement during the learning process. These findings not only describe phenomena occurring in the classroom but also reveal how gamification can function as an effective pedagogical medium in fostering intrinsic motivation, stimulating critical thinking, and internalizing civic values. To facilitate understanding, the research results are presented in three main themes developed based on consistently emerging patterns in the field.

Dynamics of Student Participation and Learning Motivation

The implementation of Kahoot-based gamification for Arabic Language Education students at UIN Sunan Kalijaga Yogyakarta has shown significant changes in classroom dynamics since the activity began. Students appeared enthusiastic as they entered the room code and prepared to take the quiz, marking the transition from conventional learning to a more lively digital experience.²⁵ The appearance of the leaderboard in the first few seconds makes the class more active, as students react spontaneously, both verbally and nonverbally, to their position on the scoreboard. This dynamic demonstrates the competitive element.²⁶ In gamification, it is able to create a more

²⁵ Jusman Jusman and Chairan Zibar L. Parisu, "Dari Kelas Konvensional Ke Pembelajaran Berbasis Digital," *Journal of Humanities, Social Sciences, and Education* 1, no. 2 (2025): 103–11, <https://doi.org/10.64690/jhuse.v1i2.39>.

²⁶ M Mahbubi and Homaidi, "Analisis Implementasi Pembelajaran Berbasis Gamifikasi Pada Peningkatan Motivasi Belajar Siswa," *Al-Abshor: Jurnal Pendidikan Agama Islam* 2, no. 1 (2025): 1–9, <https://doi.org/10.71242/wf9q5253>.

dynamic learning atmosphere and encourage students to be actively involved from the start of the activity.

In addition to improving classroom dynamics, student participation patterns also showed a positive response across the 38 participants. They demonstrated readiness and active participation through spontaneous comments, laughter, expressions of joy when successfully answering correctly, and positive encouragement for friends at the top of the leaderboard. This social interaction demonstrated the formation of healthy and collaborative competition, as students not only competed for the highest score but also encouraged each other in an inclusive learning environment. This phenomenon illustrates that gamification-based learning can overcome the tendency to passivity that often arises in learning Pancasila values.²⁷

Student learning motivation increased significantly after using Kahoot. Interviews revealed that this method made learning Pancasila more enjoyable and less boring, while also providing a different challenge than text-based learning. Observations during the activity supported this statement; students appeared more focused, responded quickly, and remained engaged until the quiz session was over. Gamification has thus been shown to foster intrinsic motivation because students learn without feeling "forced" by the material, but rather driven by the interactive, competitive, and meaningful experience.

Strengthening Understanding and Reflection on Pancasila Values

The research results show an increase in students' understanding of the basic concepts and principles of Pancasila. This improvement is evident in the accuracy of their answers, particularly on application questions that require the ability to connect real-life contexts with relevant principles. Reflective questions in Kahoot, such as deliberative decision-making or examples of non-discriminatory behavior, help students think critically and contextually. Thus, the emerging understanding is not merely rote but rather analytical and applicable, in line with the objectives of Pancasila learning in higher education.

In addition to improving their understanding, students also demonstrated digital engagement relevant to the concept of digital civic engagement. During the quiz, students were required to answer quickly, accurately, and honestly, which motivated them to engage in responsible digital behavior. Interactions between students demonstrated sportsmanship, respect for the rules of the game, and a willingness to accept the results openly. This situation reflects the practice of digital citizenship, which, in the context of Pancasila education, is a crucial aspect in

²⁷ Ainin Shofiyah and Khoirul Anwar, "Gamifikasi: Pengaruh Gamifikasi Berbasis Pbl Untuk Meningkatkan Kemampuan Keaktifan Belajar Peserta Didik," *JTIEE (Journal of Teaching in Elementary Education)* 8, no. 1 (2024): 73, <https://doi.org/10.30587/jtiee.v8i1.7059>.

building citizen character in the technological era. Thus, Kahoot serves as a small laboratory²⁸ for students to practice civic values through concrete digital experiences.

Reflections on Pancasila values were further strengthened after the gamification session. Based on in-depth interviews, students stated that the experience of playing Kahoot encouraged them to understand the values of justice, cooperation, tolerance, and responsibility through direct interaction during the game. They not only considered the correct answers but also experienced the dynamics of working together, respecting their peers, and accepting the results of the game with open arms. This experience demonstrated a significant experiential learning process, where students internalized values not through lectures or memorization, but through real-life experiences that simultaneously imparted emotional and cognitive impacts.²⁹

The Role of Facilitators and Challenges of Gamification Implementation

The research results show that the lecturer plays a key role in maintaining the effectiveness of gamification throughout the learning process. The lecturer facilitates the rhythm of the game by giving students the opportunity to read the questions in their entirety, providing feedback after each question, and leading a brief discussion about the reasoning behind the correct answers.³⁰ Lecturer feedback has been shown to deepen student understanding because each explanation session is connected to the context of Pancasila values. Furthermore, the game's pacing, both in terms of time intervals and transitions between questions, helps maintain a fun learning environment without diminishing the depth of value reflection.

However, implementing gamification is not without various technical challenges that impact the smoothness of the learning process. Some students experience problems with unstable internet connections, which slows down their access to the game.³¹ Others encountered slow device response or had to re-login when the Kahoot system experienced a brief pause. These challenges demonstrate that technological infrastructure readiness is a critical factor in the success of gamification in the classroom, even if these obstacles don't disrupt the overall learning experience.

²⁸ Krisna Kumalasari and Sutrisna Wibawa, "Seru Dan Edukatif: Kahoot Pendidikan Pancasila Untuk Semua," *Ideguru: Jurnal Karya Ilmiah Guru* 9, no. 1 (2024): 393–99, <https://doi.org/10.51169/ideguru.v9i1.830>.

²⁹ Mawardi Djamaluddin et al., "Experiential Learning untuk Meningkatkan Kompetensi Multikultural Mahasiswa," *Jurnal Kajian Bimbingan dan Konseling* 3, no. 3 (2018): 119–30, <https://doi.org/10.17977/um001v3i32018p119>.

³⁰ Ni Putu Dianita Safitri and Nirmala Tari, "Persepsi Dan Pengalaman Mahasiswa Menggunakan Gamifikasi Untuk Meningkatkan Motivasi Dan Keterampilan Bahasa Inggris Di Era Digital," *Jurnal Simki Pedagogia* 7, no. 2 (2024): 501–14, <https://doi.org/10.29407/jsp.v7i2.690>.

³¹ Didik Himmawan and Zahrotunnisa, "Evolution and Implementation of E-Learning in Modern Education: A Comprehensive Study and Strategic Recommendations for Higher Education Institutions," *Journal of Education* 1 (2025): 71–78, <https://doi.org/10.63738/al-ard.v1i2.12>.

Despite the technical challenges that arose, the overall implementation of gamification consistently increased students' learning motivation, understanding of Pancasila values, and digital engagement. A synthesis of findings from observations and interviews indicates that gamification can create a more lively, reflective, and collaborative learning environment than conventional learning models. These positive impacts provide a strong foundation for continuing the discussion in the next section, which analyzes the relevance of the findings to gamification theory, Pancasila education, and civic engagement in the context of higher education.

DISCUSSION

Gamification-based learning using Kahoot for Arabic Language Education students at UIN Sunan Kalijaga Yogyakarta demonstrated that the resulting classroom dynamics were more interactive than conventional learning models. This aligns with gamification theory, which emphasizes that game elements such as challenges, points, and leaderboards can increase student active participation through competitive and collaborative mechanisms.³² Research findings show that the classroom atmosphere changes from passive to dynamic when students begin interacting with the game system. Spontaneous responses, both verbal and nonverbal, indicate an increase *engagement* this is consistent with the idea that gamification can fulfill students' basic psychological needs, particularly the need for competence and social affiliation. Thus, gamification functions not only as a method variation but also as a pedagogical strategy that optimizes learning conditions.

Furthermore, the study results showed that students' learning motivation increased significantly after using Kahoot. This finding is consistent with the theory of intrinsic motivation, which states that individuals are motivated to learn when they feel challenged and receive immediate feedback on their performance.³³ In this study, the leaderboard and real-time scores provided a challenging experience and psychological incentives that encouraged students to continuously improve their performance. This suggests that gamification not only improves the classroom atmosphere but also influences students' affective aspects related to interest, enjoyment, and self-confidence. Therefore, the use of gamification in Pancasila learning is relevant to addressing the perception that this course is normative, dry, and uninteresting for students.

Strengthening students' understanding of Pancasila values also demonstrates that gamification can facilitate more practical and reflective learning. Findings indicate that students are able to answer practical questions more accurately and provide logical reasoning based on the

³² Syahidallah Syahidallah et al., "The Application of Gamification Method to Enhance Students' Learning Motivation in Vocational English Classes," *JIP - Jurnal Ilmiah Ilmu Pendidikan* 8, no. 11 (2025): 12871–76, <https://doi.org/10.54371/jiip.v8i11.9766>.

³³ Jawahira Jawahira et al., "Pengaruh Motivasi Terhadap Kinerja Pegawai Dinas Pendidikan Provinsi Sulawesi Barat: Analisis Teori Motivasi Intrinsik Herzberg," *Al-Musannif* 6, no. 1 (2024): 11–22, <https://doi.org/10.56324/al-musannif.v6i1.116>.

context of Pancasila values. This reinforces the view that learning values is not sufficient through lectures alone but requires direct experience (*experiential learning*) which allows students to relate concepts to real situations³⁴ in Kahoot, students not only choose answers but also negotiate the meaning of values through quick thinking, reflection, and interaction with their peers. Thus, gamification becomes a tool to strengthen the internalization of values through a more practice-oriented learning experience.

The role of the lecturer as a facilitator is also a crucial factor in the success of gamification-based learning. Observations show that lecturers actively direct the game, provide feedback on each question, and spark brief discussions about relevant Pancasila values. This facilitator role aligns with the principles of constructivist pedagogy, which emphasizes that knowledge is built through interaction, guidance, and shared meaning-making between lecturers and students. In the context of gamification, the lecturer's role is not merely to control the material but also to regulate the emotional and intellectual rhythms of students. Without proper management, gamification has the potential to become merely a game without reflective depth. Thus, the success of gamification depends heavily on the lecturer's ability to integrate game elements with learning objectives.

While this study demonstrates many advantages of gamification, technical challenges such as unstable networks and slow device response are important considerations. These obstacles demonstrate that digital infrastructure readiness remains a key determinant of the effectiveness of technology-based learning. However, the study findings indicate that students were still able to participate effectively despite several technical challenges. This indicates that the pedagogical aspects of gamification outweighed infrastructure constraints. Therefore, technical challenges are not the primary obstacle, but rather part of the dynamics of digital learning that educational institutions need to address. Overall, this discussion confirms that Kahoot gamification has significant potential to strengthen students' motivation, understanding of values, and civic engagement, and is a relevant pedagogical solution for Pancasila learning in the digital era.

CONCLUSION

This study demonstrates that the application of Kahoot gamification in Pancasila learning for Arabic Language Education students at UIN Sunan Kalijaga Yogyakarta can create a more interactive, participatory, and competitive classroom dynamic. The learning atmosphere becomes more lively because students are actively involved from the start of the game, provide spontaneous responses, and demonstrate high enthusiasm throughout the learning process. This increased

³⁴ Aprilia Sari Yudha, "Komparasi Contextual Learning Dan Experiential Learning Dalam Proses Pembelajaran," *Journal of Education and Social Culture* 1, no. 1 (2025): 32–39, <https://doi.org/10.58363/jesc.v1i1.5>.

participation also overcomes students' passive tendencies in Pancasila learning, which previously tended to be more expository.

In addition to increasing participation, gamification also strengthens students' understanding of Pancasila values through hands-on, applicable and reflective experiences. Students not only answer questions but also connect real-life contexts with relevant values, demonstrating that gamification encourages a deeper internalization of values. Furthermore, the use of Kahoot provides a space for students to practice digital civic engagement skills such as sportsmanship, ethical response, digital collaboration, and the ability to make quick and responsible decisions. Thus, gamification serves not only as a learning tool but also as a means of building students' civic character in the digital age.

The success of gamification in this study was also influenced by the role of lecturers as facilitators who were able to direct the rhythm of the game, provide constructive feedback, and link game outcomes to Pancasila values. However, although gamification shows great pedagogical potential, challenges in the form of technical constraints still need to be considered. Barriers such as unstable networks or unresponsive devices do not significantly reduce learning effectiveness, but rather indicate the importance of digital infrastructure readiness in supporting technology-based learning. Overall, this study confirms that Kahoot gamification is an innovative strategy that is effective in increasing student motivation, understanding of values, and digital engagement in Pancasila learning.

Suggestion

Based on the findings of this study, it is recommended that lecturers and higher education institutions consider using gamification as an integral part of Pancasila learning and other courses that require active student participation. Lecturers need to design gamification scenarios that are not only enjoyable but also have conceptual depth so that the learning experience doesn't stop at the level of mere gameplay. Reinforcing feedback after each problem is highly recommended to ensure that the values learned by students are truly internalized.

Furthermore, institutions need to improve the readiness of digital infrastructure, such as internet networks, classroom devices, and technical support, to ensure optimal gamification-based learning. Future research could expand the scope by comparing various gamification models or implementing a mixed-method approach to obtain a more holistic picture of gamification's impact on values learning. With adequate pedagogical and technical support, gamification has the potential to become a sustainable strategy for strengthening Pancasila education in higher education.

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