

Unpacking Student Engagement in Gamified English Learning: Teachers' Perspectives on the Pedagogical Use of Kahoot

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ABSTRACT

Student engagement has become a critical factor in achieving successful English language learning outcomes, particularly in technology-enhanced learning environments. Among various gamified learning platforms, Kahoot has gained increasing attention for its potential to promote active participation and classroom interaction. However, studies exploring teachers' lived experiences in using Kahoot to support student engagement remain limited. Therefore, this study aimed to explore teachers' perspectives and experiences regarding the pedagogical use of Kahoot in English language learning. This study employed a qualitative method using a phenomenological design. Two English teachers from Bhakti Pertiwi Junior High School were purposively selected as participants based on their experience in implementing Kahoot in English classrooms. Data were collected through semi-structured interviews and classroom observations and analysed using Miles and Huberman's interactive model, including data collection, data reduction, data display, and conclusion drawing and verification. The findings revealed three major themes. First, teachers experienced Kahoot as a tool that created an enjoyable learning atmosphere and fostered classroom interaction. Second, Kahoot contributed positively to students' behavioral, emotional, and cognitive engagement by increasing participation, motivation, enthusiasm, and attention to learning content. Third, teachers encountered several challenges, including unstable internet connectivity, limited access to digital devices, and classroom management issues during game-based activities. The study concludes that Kahoot is an effective gamified learning platform for enhancing student engagement in English language learning. The findings provide practical insights for teachers and contribute to the growing literature on gamification, student engagement, and technology-enhanced language learning.



Introduction

The rapid advancement of digital technology has significantly transformed educational practices across the world. The integration of technology into teaching and learning processes has shifted educational paradigms from teacher-centred approaches toward more interactive, learner-centred environments. In the twenty-first century, digital tools are increasingly utilized to facilitate communication, collaboration, assessment, and student participation in classrooms. Educational institutions are encouraged to adopt innovative technological resources that can enhance learning effectiveness and accommodate the characteristics of digitally oriented learners. Consequently, teachers are expected not only to master subject matter knowledge but also to effectively integrate technology into pedagogical practices to create meaningful and engaging learning experiences. The increasing use of educational technology has become particularly important in language education, where interaction, participation, and continuous feedback are essential components of successful learning.

Despite the growing integration of technology in education, English language learning continues to face numerous challenges. English as a Foreign Language (EFL) learners often encounter difficulties related to limited vocabulary knowledge, low confidence in communication, insufficient classroom participation, and declining motivation during instructional activities. Traditional teaching methods that rely heavily on lectures, textbook exercises, and teacher explanations may not always meet the learning preferences of contemporary students. Such approaches frequently result in passive learning behaviors, reduced classroom interaction, and limited opportunities for active engagement. These challenges have encouraged educators to seek innovative instructional strategies capable of fostering greater student involvement and improving learning experiences. Therefore, identifying effective technological tools that can address engagement-related issues has become an important concern in English language education.

Student engagement has been widely recognized as one of the most influential factors contributing to academic success. According to Fredricks, Blumenfeld, and Paris (2004), student engagement consists of three interconnected dimensions: behavioural engagement, emotional engagement, and cognitive engagement. Behavioural engagement refers to students' active participation in learning activities, emotional engagement relates to students' interest, enthusiasm, and positive feelings toward learning, while cognitive engagement concerns students' investment in understanding and mastering learning content. Similarly, Redmond et al. (2018) emphasize that engagement plays a critical role in promoting meaningful learning experiences, improving academic achievement, and enhancing students' commitment to educational activities. In language learning contexts, engaged students tend to participate more actively in classroom discussions, demonstrate greater motivation to complete learning tasks, and exhibit stronger persistence when encountering learning difficulties. Consequently, fostering student engagement has become

a major objective for English language teachers seeking to improve learning outcomes and classroom interaction.

One educational approach that has gained considerable attention in recent years is gamification. Gamification refers to the application of game elements such as points, competition, rewards, rankings, and immediate feedback within non-game contexts, including educational settings. The purpose of gamification is to increase motivation, participation, and engagement by making learning activities more enjoyable and interactive. Among various gamified learning platforms, Kahoot! has emerged as one of the most popular educational technologies used by teachers worldwide. Kahoot! is a game-based learning platform that enables teachers to design interactive quizzes and learning activities that students can access through digital devices. The platform incorporates competitive features, real-time feedback, scoreboards, and visual elements that encourage active participation. Wang and Tahir (2020), through their comprehensive literature review, concluded that Kahoot! positively influences learning performance, motivation, classroom dynamics, and student engagement across different educational contexts. These findings suggest that Kahoot! has considerable potential to support English language learning by creating more engaging and interactive instructional environments.

A growing number of studies have investigated the effectiveness of Kahoot! in educational settings. Wang and Tahir (2020) reviewed numerous empirical studies and reported that Kahoot! consistently contributes to increased student motivation, enjoyment, and participation during classroom activities. The interactive nature of the platform allows students to become actively involved in learning while reducing boredom commonly associated with traditional instructional methods. Furthermore, the competitive elements embedded within Kahoot! create opportunities for students to remain focused and motivated throughout learning sessions. These findings indicate that game-based learning platforms can serve as valuable pedagogical tools for enhancing student engagement and improving learning experiences.

In addition to increasing motivation, previous studies have also highlighted the positive impact of Kahoot! on language learning outcomes. Rojabi et al. (2022) found that the implementation of Kahoot! significantly improved students' vocabulary acquisition, engagement, and learning motivation. The study demonstrated that students were more enthusiastic about participating in learning activities when game-based elements were incorporated into classroom instruction. Similarly, research conducted by Jannah (2024) revealed that students perceived Kahoot! as an enjoyable learning medium that reduced learning boredom and encouraged greater classroom participation. These findings support the notion that gamification can facilitate both academic achievement and active engagement in English language learning contexts.

Research focusing on teachers' perspectives has also produced encouraging findings regarding the use of Kahoot! in educational environments. Melisa et al. (2023) reported that English teachers viewed Kahoot! positively as an online learning platform capable of

enhancing student engagement and vocabulary development. Teachers believed that the platform provided an effective means of creating interactive learning experiences while simultaneously motivating students to participate more actively in classroom activities. Similarly, Muna, Setiyana, and Ismail (2023) investigated teachers' perspectives on Kahoot! as a formative assessment tool and found that the platform facilitated assessment processes, improved classroom participation, and supported immediate feedback mechanisms. These studies suggest that teachers recognize the pedagogical value of Kahoot! beyond its function as a simple educational game.

More recent studies have continued to demonstrate the educational benefits of Kahoot! in English language teaching. Tampubolon, Siahaan, and Bouk (2025) found that Kahoot! contributed to improved classroom interaction, student participation, and learning outcomes in English language instruction. Likewise, Hasibuan (2025) reported that teachers strongly supported the integration of Kahoot! into English classrooms because the platform increased student enthusiasm and promoted more dynamic learning environments. These findings collectively indicate that Kahoot! has become an increasingly valuable instructional tool in contemporary language education. However, despite the growing body of literature supporting its effectiveness, most existing studies primarily focus on students' perceptions, learning outcomes, or the general effectiveness of the platform.

Although previous research has consistently demonstrated the positive effects of Kahoot! on motivation, engagement, participation, and language learning outcomes, several gaps remain in the literature. First, many studies have predominantly employed quantitative approaches that measure students' attitudes, achievement scores, or engagement levels. Second, studies investigating teachers' perspectives remain relatively limited compared to those focusing on students. Third, few studies have explored teachers' lived experiences in implementing Kahoot! within authentic classroom contexts. As the primary facilitators of technology integration, teachers play a crucial role in determining how educational technologies are adopted, adapted, and experienced in practice. Understanding their experiences can provide deeper insights into both the benefits and challenges associated with the use of Kahoot! in English language learning.

Furthermore, from a phenomenological perspective, exploring teachers' lived experiences is important because it allows researchers to understand how individuals interpret and make meaning of a particular phenomenon. Phenomenology seeks to capture participants' experiences, perceptions, feelings, and interpretations regarding a specific lived reality. In the context of this study, a phenomenological approach enables a deeper understanding of how English teachers experience the implementation of Kahoot!, how they perceive its influence on student engagement, and how they navigate challenges encountered during classroom practice. Such insights may not be adequately captured through quantitative measurements alone.

Therefore, this study aims to explore teachers' lived experiences and perspectives regarding the use of Kahoot! in supporting student engagement in English language learning.

By employing a qualitative phenomenological approach, this study seeks to contribute to the existing literature by providing a deeper understanding of how teachers experience, interpret, and evaluate the pedagogical use of Kahoot! in English classrooms. The findings are expected to provide valuable implications for educators, researchers, and policymakers interested in promoting technology-enhanced student engagement and effective English language instruction.

Method

This study employed a qualitative research method using a phenomenological design. Phenomenology was selected because the study aimed to explore and understand the lived experiences of English teachers regarding the use of Kahoot in supporting student engagement in English language learning. According to Creswell and Poth (2018), phenomenological research seeks to describe the common meaning of several individuals' lived experiences concerning a particular phenomenon.

The study was conducted at Bhakti Pertiwi Junior High School. Two English teachers who had actively used Kahoot in their English classes were selected through purposive sampling. The participants were chosen based on three criteria: (1) having experience in implementing Kahoot in English language teaching, (2) being actively involved in classroom instruction, and (3) being willing to share their experiences during the research process. Data were collected through semi-structured interviews and classroom observations. Semi-structured interviews allowed participants to describe their experiences, perceptions, and challenges related to the use of Kahoot. Classroom observations were conducted to capture students' engagement behaviours and to triangulate the interview findings.

The data were analysed using the interactive model developed by Miles and Huberman (1994), consisting of four stages: data collection, data reduction, data display, and conclusion drawing and verification. During data reduction, relevant information related to teachers' experiences and student engagement was selected and categorized into themes. The organized data were then displayed in narrative and thematic forms to facilitate interpretation. Finally, conclusions were drawn and continuously verified through data triangulation between interviews and observations.

To ensure trustworthiness, the study applied triangulation by comparing data obtained from interviews and classroom observations. Member checking was also conducted by allowing participants to review and confirm the accuracy of the interview interpretations.

Results and Discussion

Results

This section presents the findings derived from semi-structured interviews and classroom observations. Following the interactive data analysis model proposed by Miles

and Huberman (1994), the collected data were reduced, categorized, and organized into themes representing teachers' lived experiences regarding the use of Kahoot in English language learning. Three major themes emerged from the analysis: (1) Teachers' Lived Experiences of Using Kahoot, (2) Perceived Contributions to Student Engagement, and (3) Challenges and Adaptation Strategies.

Theme 1: Teachers' Lived Experiences of Using Kahoot

The first theme reflects how teachers experienced the implementation of Kahoot in their English classrooms. Data reduction revealed two prominent sub-themes: enjoyable learning atmosphere and interactive classroom environment.

Enjoyable Learning Atmosphere

Both participants described Kahoot as an instructional tool that transformed classroom learning into a more enjoyable experience. According to the participants, students appeared more enthusiastic and willing to participate when lessons were delivered through game-based activities.

Teacher 1 stated:

"Students become more enthusiastic when Kahoot is used. They enjoy the learning process because it feels like playing a game rather than attending a regular lesson."

Similarly, Teacher 2 explained:

"Kahoot creates excitement in the classroom. Students look forward to participating because they enjoy the competition and the immediate feedback."

The classroom observations supported these interview findings. During the observation sessions, students displayed visible enthusiasm when Kahoot activities were introduced. They actively joined the quizzes, expressed excitement when scores appeared on the screen, and showed positive reactions throughout the learning process. Laughter, applause, and verbal encouragement among students were frequently observed.

These findings suggest that teachers experienced Kahoot as a pedagogical tool capable of creating a positive and enjoyable learning atmosphere. The game-based features appeared to reduce classroom monotony and encourage students to engage more willingly in English learning activities.

Interactive Classroom Environment

Another recurring experience reported by participants was the increased level of classroom interaction. Teachers observed that students became more actively involved during lessons and demonstrated greater participation compared to traditional teaching methods.

Teacher 1 reported:

"Students who are usually passive tend to become more active when Kahoot is used. They want to answer questions and participate in classroom activities."

Teacher 2 added:

"The platform encourages interaction not only between students and teachers but also among students themselves."

Observation data confirmed these perceptions. Students were seen discussing answers with peers, asking questions related to quiz items, and responding actively to teacher feedback. The learning environment appeared more dynamic, with students interacting frequently throughout the activity.

The findings indicate that Kahoot facilitated a more interactive learning environment where students became active participants rather than passive recipients of information.

Theme 2: Perceived Contributions to Student Engagement

The second theme represents teachers' perceptions regarding the contribution of Kahoot to student engagement. Three dimensions of engagement emerged from the analysis: behavioural engagement, emotional engagement, and cognitive engagement.

Behavioural Engagement

Teachers consistently reported increased student participation during Kahoot-based learning activities. Students demonstrated stronger involvement in classroom tasks and actively responded to learning activities.

Teacher 1 stated:

"Students participate more actively because they want to answer questions correctly and achieve high scores."

Teacher 2 noted:

"Even students who rarely participate in regular lessons become involved during Kahoot sessions."

Observational evidence supported these perceptions. Students remained attentive throughout the activities, quickly responded to questions, and demonstrated active participation in each stage of the lesson. Instances of off-task behaviour appeared less frequent compared to conventional classroom activities.

These findings suggest that Kahoot contributed positively to behavioural engagement by encouraging active participation and sustained involvement in learning activities.

Emotional Engagement

The interview data revealed that Kahoot positively influenced students' emotional engagement. Teachers observed increased enthusiasm, enjoyment, and motivation during learning sessions.

Teacher 2 explained:

"Students look excited whenever Kahoot is used. They are eager to participate and often ask when the next Kahoot activity will be conducted."

Similarly, Teacher 1 reported:

"Students seem happier and more motivated during lessons because they enjoy the competitive atmosphere."

Observation findings showed students smiling, celebrating achievements, and expressing enthusiasm throughout the activities. Many students appeared emotionally

invested in the learning process and demonstrated positive attitudes toward classroom participation.

These findings indicate that Kahoot fostered emotional engagement by creating enjoyable and motivating learning experiences that encouraged students to become more involved in English language learning.

Cognitive Engagement

Beyond participation and enthusiasm, teachers also perceived improvements in students' cognitive engagement. The platform encouraged students to focus on learning content and think carefully before responding.

Teacher 1 stated:

"Students pay closer attention to the material because they want to answer the quiz questions correctly."

Teacher 2 added:

"The immediate feedback helps students understand their mistakes and encourages them to improve."

Observation results revealed that students concentrated on instructional explanations prior to quizzes and frequently reviewed learning materials to prepare for upcoming questions. Students appeared motivated to understand concepts rather than merely completing tasks.

These findings suggest that Kahoot contributed to cognitive engagement by promoting attention, reflection, and active processing of learning materials.

Theme 3: Challenges and Adaptation Strategies

Although teachers generally expressed positive experiences, several challenges emerged during implementation. Data analysis identified three major issues: internet connectivity problems, device limitations, and classroom management challenges.

Internet Connectivity Issues

The most frequently reported challenge concerned unstable internet connections.

Teacher 2 stated:

"The biggest challenge is internet connectivity. Sometimes the connection becomes unstable, causing interruptions during the quiz."

Teacher 1 similarly noted:

"When the internet is slow, students become frustrated because they cannot submit answers on time."

Observation data confirmed occasional disruptions caused by weak internet signals. Delays in loading quiz questions and connection failures occasionally interrupted learning activities.

To address this issue, teachers reported preparing alternative learning activities and ensuring internet access was checked before implementing Kahoot sessions.

Device Limitations

Limited access to digital devices also emerged as a significant challenge.

Teacher 1 explained:

“Not all students have smartphones available during class, which sometimes limits participation.”

Teacher 2 stated:

“Device availability remains a concern, particularly when several students forget to bring their phones.”

Observational evidence showed that some students shared devices with classmates during Kahoot activities. While collaborative participation occurred, individual engagement was occasionally affected.

To overcome this limitation, teachers encouraged collaborative group participation and adjusted classroom procedures to ensure that all students could remain involved.

Classroom Management Challenges

Another challenge involved managing students' enthusiasm during game-based activities.

Teacher 2 reported:

“Students become very excited during Kahoot sessions, which sometimes makes classroom management more difficult.”

Teacher 1 added:

“Some students focus too much on winning rather than understanding the lesson content.”

Observation findings revealed that students occasionally became overly competitive, resulting in increased noise levels and distractions. Teachers frequently intervened to redirect students' attention toward learning objectives.

To manage these situations, teachers established classroom rules, emphasized learning goals, and balanced competitive elements with instructional discussions.

The findings indicate that teachers experienced Kahoot as an enjoyable and interactive learning platform that positively influenced student engagement across behavioural, emotional, and cognitive dimensions. However, successful implementation depended on teachers' ability to address technological constraints and manage classroom dynamics effectively. These experiences collectively illustrate how Kahoot can function as both a pedagogical and technological tool for promoting meaningful engagement in English language learning.

Discussion

The present phenomenological study explored English teachers' lived experiences regarding the use of Kahoot in supporting student engagement in English language learning. Three major themes emerged from the findings, namely teachers' lived experiences of using Kahoot, perceived contributions to student engagement, and challenges encountered during

implementation. The findings provide valuable insights into how teachers experience and interpret the pedagogical value of Kahoot in authentic classroom settings.

Teachers' Lived Experiences of Using Kahoot

One of the most significant findings of this study is that teachers experienced Kahoot as an instructional tool capable of creating enjoyable and interactive learning environments. The participants consistently described how Kahoot transformed classroom activities from conventional instruction into more engaging learning experiences. From a phenomenological perspective, teachers did not merely view Kahoot as a digital application; rather, they experienced it as a pedagogical medium that reshaped classroom interaction and encouraged active student participation.

The findings demonstrate that the game-based features embedded in Kahoot, including competition, rankings, immediate feedback, and visual stimulation, contributed to a more positive classroom atmosphere. Students appeared more enthusiastic and willing to participate when learning activities incorporated elements of play and competition. Such experiences suggest that gamification can address one of the persistent challenges in English language learning, namely student disengagement caused by repetitive and teacher-centered instructional practices.

These findings are consistent with Wang and Tahir (2020), who reported that Kahoot contributes positively to students' motivation, enjoyment, classroom dynamics, and learning performance across various educational contexts. Similarly, Melisa et al. (2023) found that teachers perceived Kahoot as an effective online learning platform capable of increasing student engagement and supporting vocabulary development. The positive experiences reported by participants in the present study further strengthen the argument that Kahoot functions not only as an assessment tool but also as a means of creating meaningful and enjoyable learning experiences.

Furthermore, the increased classroom interaction observed in this study supports the findings of Tampubolon et al. (2025), who reported that Kahoot enhanced communication and participation in English language classrooms. The current findings extend previous research by demonstrating how teachers personally experience these interactive dynamics and interpret them as indicators of successful learning engagement.

Kahoot and Student Engagement

Another important finding concerns the role of Kahoot in supporting student engagement. The analysis revealed that teachers perceived improvements across the three dimensions of engagement proposed by Fredricks, Blumenfeld, and Paris (2004): behavioural engagement, emotional engagement, and cognitive engagement.

Behavioural Engagement

The findings showed that students became more actively involved in classroom activities when Kahoot was integrated into instruction. Teachers observed increased participation, greater willingness to answer questions, and stronger involvement in learning tasks. Observation data further confirmed that students remained attentive and actively participated throughout Kahoot-based activities.

These findings support the theoretical framework proposed by Fredricks et al. (2004), which identifies participation and involvement in learning activities as important indicators of behavioural engagement. The competitive nature of Kahoot appeared to encourage students to become active participants rather than passive recipients of information.

The findings are also consistent with Rojabi et al. (2022), who found that Kahoot significantly increased student participation and engagement in language learning environments. Likewise, Jannah (2024) reported that students demonstrated greater involvement and reduced boredom when Kahoot was incorporated into English learning activities. Therefore, the present study confirms that Kahoot serves as an effective medium for fostering active participation in English language classrooms.

Emotional Engagement

The findings further revealed that Kahoot positively influenced students' emotional engagement. Teachers consistently reported increased enthusiasm, enjoyment, excitement, and motivation among students. The observation data also demonstrated that students displayed positive emotional responses, including smiling, celebrating achievements, and expressing eagerness to participate.

According to Fredricks et al. (2004), emotional engagement refers to students' affective reactions toward learning activities, including interest, enjoyment, and a sense of belonging. The positive emotions observed in this study indicate that Kahoot successfully creates an emotionally supportive learning environment where students feel motivated to participate.

These findings align with Wang and Tahir (2020), who concluded that Kahoot enhances students' enjoyment and learning satisfaction. Similarly, Rojabi et al. (2022) found that game-based learning through Kahoot increased students' motivation and enthusiasm for learning. The present findings contribute additional evidence by illustrating how teachers directly observe and interpret these emotional responses in everyday classroom practice.

Cognitive Engagement

Beyond participation and enjoyment, the study also revealed that Kahoot contributed to students' cognitive engagement. Teachers reported that students paid closer attention to learning materials, demonstrated greater concentration during lessons, and actively reflected on feedback provided through the platform.

This finding supports the cognitive engagement dimension proposed by Fredricks et al. (2004), which emphasizes students' investment in learning and their willingness to exert effort in understanding academic content. The immediate feedback provided by Kahoot encouraged students to review their understanding and identify areas requiring improvement.

The findings also support the work of Redmond et al. (2018), who emphasized that meaningful engagement involves students' cognitive investment in learning processes rather than mere participation. The present study suggests that Kahoot promotes deeper learning by encouraging students to focus on instructional content while simultaneously maintaining high levels of motivation and participation.

Taken together, the findings indicate that Kahoot contributes to a holistic form of student engagement encompassing behavioural, emotional, and cognitive dimensions. This result highlights the pedagogical value of gamified learning environments in supporting meaningful English language learning experiences.

Challenges and Adaptation Strategies

Although teachers generally reported positive experiences, the study also identified several challenges associated with the implementation of Kahoot. The most prominent obstacles included unstable internet connectivity, limited access to digital devices, and classroom management difficulties.

Internet connectivity emerged as the most frequently reported issue. Teachers explained that interruptions caused by weak internet signals occasionally disrupted learning activities and affected students' participation. This finding is consistent with Muna et al. (2023), who identified technological infrastructure as one of the primary barriers to effective implementation of Kahoot in educational settings. Similarly, Hasibuan (2025) reported that internet access remains a significant challenge for teachers attempting to integrate digital learning platforms into classroom instruction.

Another challenge involved limited access to technological devices. Although students generally responded positively to Kahoot activities, not all learners possessed suitable devices for participation. As a result, teachers were required to adapt instructional procedures by encouraging collaborative participation and device sharing. This finding supports previous research highlighting the importance of technological readiness in successful educational technology integration.

Classroom management also emerged as a significant concern. Teachers observed that students occasionally became overly focused on competition and winning rather than on learning objectives. While competition contributed positively to engagement, excessive enthusiasm sometimes created distractions and increased classroom noise levels.

This finding corroborates the work of Wang and Tahir (2020), who noted that the competitive elements of Kahoot may generate both positive and negative classroom dynamics. Likewise, Muna et al. (2023) emphasized the importance of effective classroom management strategies when implementing game-based learning activities. The experiences

reported by participants suggest that teachers play a crucial role in balancing competition and learning to ensure that educational objectives remain the primary focus of classroom activities.

From a phenomenological perspective, these challenges are not merely technical obstacles but form part of teachers' lived experiences in integrating educational technology. The findings demonstrate that successful implementation of Kahoot depends not only on the platform itself but also on contextual factors, technological infrastructure, and teachers' pedagogical competence in managing learning environments.

Pedagogical Implications

The findings of this study provide several pedagogical implications. First, Kahoot can be utilized as an effective gamified learning tool to enhance student engagement in English language learning. Second, teachers should strategically integrate game-based activities with instructional objectives to maximize learning outcomes. Third, educational institutions should improve technological infrastructure and provide adequate support to facilitate the effective implementation of digital learning platforms. Finally, teacher professional development programs should include training related to gamified learning and classroom management strategies to ensure sustainable technology integration in language education.

Conclusion

This phenomenological study explored English teachers' lived experiences regarding the use of Kahoot in supporting student engagement in English language learning. The findings revealed that teachers generally perceived Kahoot as a valuable pedagogical tool capable of transforming traditional classroom instruction into a more interactive, enjoyable, and student-centred learning experience. Through their experiences, teachers described Kahoot not merely as a digital application but as a gamified learning medium that facilitated meaningful classroom interaction and encouraged greater student participation.

The study further demonstrated that Kahoot contributed positively to the three dimensions of student engagement: behavioural, emotional, and cognitive engagement. From the teachers' perspectives, students became more active in classroom activities, displayed greater enthusiasm toward learning tasks, and showed stronger attention to instructional content. Classroom observations supported these perceptions, indicating that students participated more actively, responded enthusiastically to learning activities, and remained focused throughout the learning process. These findings suggest that the integration of gamified learning platforms can play a significant role in fostering meaningful engagement in English language learning.

Despite these benefits, the findings also revealed several challenges experienced by teachers during implementation. Unstable internet connectivity, limited access to digital devices, and classroom management issues emerged as the primary obstacles. The study

highlights that the successful integration of Kahoot depends not only on the availability of technological tools but also on adequate infrastructure, institutional support, and teachers' pedagogical competence in managing technology-enhanced learning environments.

From a theoretical perspective, this study contributes to the growing body of literature on student engagement and gamified learning by providing a phenomenological understanding of teachers' lived experiences in implementing Kahoot. While previous studies have predominantly focused on students' perceptions and learning outcomes, this research offers deeper insights into how teachers interpret, experience, and respond to the opportunities and challenges associated with Kahoot in authentic English language classrooms.

Practically, the findings suggest that English teachers may consider integrating Kahoot as a complementary instructional strategy to increase student engagement and classroom interaction. Educational institutions should also support the implementation of gamified learning through improved technological facilities, internet accessibility, and professional development programs that enhance teachers' digital pedagogical competencies.

Future research is recommended to involve a larger number of participants from different educational levels and institutional contexts to provide broader perspectives on the use of gamified learning platforms. Further studies may also examine students' lived experiences, compare different gamification platforms, or employ mixed-method approaches to obtain a more comprehensive understanding of technology-enhanced engagement in English language learning.

In conclusion, Kahoot has the potential to serve as an effective gamified learning platform that promotes meaningful engagement in English language learning. When supported by appropriate technological infrastructure and effective pedagogical practices, Kahoot can contribute significantly to creating dynamic, interactive, and engaging learning environments that support students' academic development and participation.

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