

Improvement in Al-Qur'an Hadith Learning Outcomes Through Kahoot Assisted Time Games Tournament Model

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ABSTRACT

Learning of Al-Qur'an Hadith in schools continues to face several pedagogical challenges, including students' low learning interest, the dominance of teacher-centered lecture methods, and learning outcomes that frequently fail to meet the established competency standards. Addressing these issues requires an innovative and interactive learning model capable of increasing student engagement and conceptual understanding. This study aimed to improve students' learning outcomes in the Al-Qur'an Hadith subject, particularly on the topic of Madd recitation rules, through the implementation of the Teams Games Tournament (TGT) cooperative learning model assisted by the Kahoot platform in Class VIII E of MTsN 2 Bungo. The study employed Classroom Action Research based on the Kemmis and McTaggart model, conducted in two cycles consisting of planning, action, observation, and reflection stages. The participants were 26 eighth-grade students. Quantitative data were collected through multiple-choice achievement tests administered at the end of each cycle, while qualitative data were obtained from classroom observations of students' learning activities and participation. The findings demonstrated a significant improvement in students' academic achievement and classroom engagement. The mean score increased from 66.7 in the pre-cycle stage to 74.5 in Cycle I and further improved to 83 in Cycle II. Likewise, classical learning mastery improved from 42.3% in the pre-cycle stage to 61.5% in Cycle I and reached 85% in Cycle II, exceeding the predetermined success criterion of 80%. The study concludes that the Kahoot-assisted TGT model is effective in enhancing students' learning outcomes in Al-Qur'an Hadith learning. The effectiveness of the model was supported by several factors, including appropriate answer duration settings, technical guidance for students, stable internet connectivity, and the provision of rewards to increase motivation.

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INTRODUCTION

Improving learning quality has become an urgent issue in modern education due to rapid changes in 21st-century competencies that require students to develop critical thinking, collaboration, and digital literacy skills (Annisa et al., 2025). Current educational policies, including the revised

Kurikulum 2013 and Kurikulum Merdeka, emphasize active, collaborative, and technology-integrated learning to support competency-based and contextual learning outcomes (Nurhidayat et al., 2024). However, classroom learning practices, particularly in Al-Qur'an Hadith subjects, are still often dominated by conventional teacher-centered methods, resulting in low student participation and less optimal learning outcomes. This condition reflects a gap between curriculum expectations and the actual implementation of innovative learning strategies in schools. Previous studies have shown that technology-based and collaborative learning can support more effective and engaging classroom instruction (Kunaenih et al., 2025).

The use of educational technology platforms, such as interactive quizzes, learning management systems, and blended learning models, is a relevant strategy to improve students' learning outcomes as it is able to enhance motivation, involvement, and learning personalization, which may contribute to improved academic achievement when implemented with appropriate instructional design (Mahabu et al., 2025). Recent research reports positive effects for the use of digital technology toward learning outcomes, but emphasizes that the effectiveness depends on the teacher's readiness, quality of digital material, and access to infrastructure (Fitriana & R, 2025). For empirical example, studies analyzing technology integration in language learning and other subjects found improvement of critical thinking skill and formative evaluation results in the experimental group using blended or technology-enhanced instructional designs (Cahyani et al., 2025). Therefore, integrating educational technology should be regarded as a pedagogical intervention that requires policy support, teacher training, and continuous evaluation in order to improve the quality of learning in a measurable manner (Siyam et al., 2025).

Al-Qur'an Hadith learning at school plays a central role as a foundation of religious character education, as this subject not only transmits recitation skills and textual knowledge but also instills ethical values, morals, and religious practices that serve as a benchmark of students' behavior in daily life (Mustofa & Ramdhani, 2023). Through mastery of contextualized Al-Qur'an verses and Hadith, students are shaped into religious individuals and are able to translate moral teachings into social actions, an objective that aligns with the character education framework in contemporary Islamic education literature (Allison, 2024). The success of this objective highly depends on the quality of pedagogy, teacher competence, and availability of learning resources and facilities that support the internalization process of religious values (Hidayah et al., 2025; Sanusi & Mirza, 2025). Therefore, strengthening methodological and curricular aspects of the Al-Qur'an Hadith subject should be the focus to ensure that learning is not merely cognitive but also affective and conative in shaping students' religious character.

Despite its vital role, Al-Qur'an Hadith learning in many schools faces various challenges, such as low students' learning interest, domination of teacher-centered lecture method, limited variation of learning strategies, and learning outcomes that do not meet the expected competency standard (Hanafie et al., 2022). Evaluative studies indicate that teaching practices that are overly oriented to memorization without activating students' motivation and participation contribute to low involvement and limited internalization of values, thereby reducing the effectiveness of religious character formation (Derese & Makhful, 2025). In accordance with the finding, contemporary research suggests the development of more interesting and gamified learning model, which integrates game elements, healthy competition, and real-time feedback to improve students' learning motivation and active involvement (Fadilla & Nurfadhilah, 2023). Thus, there is an empirical need to examine and implement innovative learning models that combine the principles of active pedagogy and educative technology so that Al-Qur'an Hadith learning at school is more effective, contextual, and motivating.

The development of cooperative and gamification learning models has encouraged the implementation of the Team Games Tournament (TGT) model as a strategy combining games, tournaments, and teamwork to improve students' motivation and understanding. In TGT, a tournament is a team competition, a game score is a point earned by a team through an academic game, and a team reward is a group award based on the team's score. The previous study has shown that the implementation of TGT is able to improve students' activeness, collaboration, and learning outcomes (Kusumadiputra et al., 2021; Roesi & NA, 2025). A study by Handayani & Nurlizawati (2022) reported

an increase in motivation and Social Science learning activity after using TGT. Moreover, Ratnasari et al. (2025) found that TGT assisted by BookWidgets interactive media is able to improve learning outcomes through group work and positive competition. Moreover, a study by Nugraha & Subroto (2020) also reported that the use of TGT with a role card improves students' learning motivation and economics test results. Much research has been conducted in subjects such as Science, Mathematics, and Social Science; however, a study implementing TGT in the Al-Qur'an Hadith subject is still limited (Aminudin et al., 2025), particularly when combined with an interactive digital platform, so that it becomes an important research gap to fill.

The utilization of technology in learning activities through Kahoot! platform as game-based evaluation media demonstrates a great potential in increasing students' involvement because competition, leaderboard, and instant feedback features are able to create a dynamic and competitive class environment (Azim et al., 2025; Hermawati & Solihin, 2023). A study by Altawalbeh & Irwanto (2023) found that the use of Kahoot in online learning increases students' motivation, involvement, enjoyment, and learning utility. Moreover, a study by Zuleha et al. (2025) demonstrated that Kahoot is effective in increasing students' vocabulary retention, indicating its role in strengthening the memory of the material. Pedagogically, the development of Kahoot interactive media in a cooperative model, such as TGT, has also succeeded in increasing motivation in Islamic Education or Fiqh subject (Ilmudinulloh et al., 2024). However, although there is evidence for the effectiveness of Kahoot in general education and religious education, a study combining Kahoot with the TGT cooperative learning model in religious subjects, such as Al-Qur'an Hadith, is still limited, so the researcher would like to fill the research gap.

In this study, low student outcomes in Al-Qur'an Hadith were found, specifically the material of Madd recitation rules, which were caused by the domination of the teacher-centered lecture method, limited variation of the learning model, and minimal student active involvement in MTsN 2 Bungo. Meanwhile, the literature study shows that the Teams Games Tournament (TGT) model and the Kahoot platform have generally been implemented separately in general subjects, such as Mathematics, Science, and Social Science; meanwhile, their use in the context of the Al-Qur'an Hadith subject at the madrasah (school) remains highly limited. According to the background above, the novelty of this study is the integration of the Kahoot-assisted TGT model specifically in the Al-Qur'an Hadith subject at the junior high school level, which has not been widely conducted by previous researchers. Thus, this research offers a new contribution in the form of synergy between TGT cooperative learning and interactive gamification technology in Islamic religious education in order to address learning gaps while improving students' learning outcomes more effectively and contextually.

The results of pre-cycle observation on November 12, 2025, showed students' average score of 66.7, with the highest score of 95 and the lowest score of 37. The distribution of score was dominated by the range of 60-74 (26.92%) and ≤ 60 (34.62%), only 10 students reached the Minimum Mastery Criteria (MMC) of ≥ 75 , while 16 students remained below the MMC. These findings indicate that students' overall learning outcomes remained low due to low learning motivation, a monotonous learning method, and weakness in memorization and comprehension in Al-Qur'an Hadith learning. This condition is the main basis for implementing cycle I with the intervention of an innovative learning model to improve students' learning achievement.

The scope of this study was Class VIII E in MTsN 2 Bungo with the focus on Al-Qur'an Hadith material, particularly the topic of Madd recitation rules based on the principles of tajweed. The study was conducted over a specific period to measure the effectiveness of the learning model. Learning outcome indicators include understanding of the concept, memorization skill, and material implementation by students. The terms Teams Games Tournament (TGT) and Information and Communication Technology (ICT) are defined upon their first occurrence to facilitate readers' understanding. This study provides the main contribution by showing that a combination of Kahoot-assisted TGT model significantly improves students' learning outcomes. This finding has important implications for the development of interactive learning strategies in the school, especially in improving students' participation and learning motivation.

METHODS

This study used the Classroom Action Research method (CAR). CAR is a reflective research conducted by teachers in their class to improve students' learning process and outcomes (Mandalika et al., 2024). This study was planned to be conducted in two cycles, in which the results of reflection from the first cycle served as the basis for improvement in the second cycle. If the success indicators were not achieved in the second cycle, the study would be continued to the subsequent cycle until the targeted level of achievement was met.

The approach used in this CAR was mixed methods with the CAR model by Kemmis and McTaggart. Quantitative approach was used to measure the improvement of students' learning outcomes through an evaluation test at the end of the cycle; meanwhile, a qualitative approach was used to describe the learning process, teacher and students' activities, and reflection during the action. The combination of these two approaches was chosen as it was able to generate more comprehensive, objective, and valid data in observing the effectiveness of action towards the improvement of learning outcomes (Nurhayati et al., 2021).

The Classroom Action Research Model chosen by the researcher was the Kemmis and McTaggart model. The procedures of implementing CAR were in accordance with the procedures proposed by Kemmis and McTaggart's model (Utomo et al., 2024). The Kemmis and Taggart design may include a number of cycles, each consisting of the following stages: Planning, action and observing, reflection, and revised planning. Data collection techniques used observation, interview, and documentation.

The research procedures were conducted in two cycles, in which each cycle consisted of four stages: planning, action implementation, observation, and reflection. At the implementation stage, the Kahoot-assisted TGT model was implemented with the following syntax: (1) material presentation, (2) learning in heterogeneous groups, (3) quiz games using Kahoot, (4) tournament between groups, and (5) group award (Fatmala et al., 2025).

This study was conducted in Madrasah Tsanawiyah Negeri 2 Muara Bungo in Class VIII E with 26 students. Male students were 14 and female students were 12 in the odd semester of the 2025-2026 academic year, with the focus on improving students' learning outcomes in the Al-Qur'an Hadith subject. The main instrument of the study was a multiple-choice learning achievement test. The test was integrated with the Kahoot platform, enabling effective collection and assessment of learning outcomes. Each test was provided at the end of the cycle, and the Minimum Mastery Criteria (MMC) for Al-Qur'an Hadith was 75. Moreover, an observation sheet was used to note the students' involvement during the learning process and discussion. Observation was carried out to assess students' understanding of the material.

Data were collected through two primary methods, the learning achievement test and class observation. A learning achievement test was administered at the end of the cycle to measure the improvement in students' understanding of the material. A multiple-choice test with a score range of 0-100 was conducted, and a score of 75 was set as the Minimum Mastery Criterion (MMC). Moreover, observation was conducted to observe students' involvement in the learning process, including participation in discussions and the understanding of mathematical concepts. Data on students' learning outcomes were analyzed by calculating individual mastery and classical mastery using the following formulas:

a. Individual Mastery:

$$\text{Individual Mastery} = \frac{\text{Score obtained by individual}}{\text{Total Score}} \times 100$$

The results obtained were then compared to the Minimum Mastery Criterion (KKM) established by Madrasah Tsanawiyah Negeri 2 Muara Bungo for the Al-Qur'an Hadith subject of 75.

b. Classical Mastery:

Classically, learning mastery can be considered achieved if minimally 80% of students have met the predetermined minimum score or class average score. To determine the classical mastery, the following formula was used:

$$\text{Classical Mastery} = \frac{\text{Number of Students Achieving Mastery}}{\text{Total Students}} \times 100$$

Classical mastery assessment was carried out by comparing the results obtained and the criteria. If the percentage of students achieving learning mastery is 80% or higher, then the learning process is considered classically complete. However, if the percentage of students achieving learning mastery is under 80%, then the learning process is considered classically incomplete.

In simplifying data analysis of students' learning activity observation, quantitative analysis was used. To analyze learning quantitatively, the following formula was used:

$$\text{Percentage of students' learning activity} = \frac{\text{Total Indicator Score}}{\text{Total Maximum Score}} \times 100$$

FINDINGS AND DISCUSSION

The Classroom Action Research was conducted in Class VIII E of MTsN 2 Muara Bungo during the odd semester of the 2025/2026 academic year and involved 26 students. The research was implemented in two cycles, with each cycle consisting of two meetings. Before the implementation of the cycles, the researcher conducted a pre-cycle observation to identify the initial condition of students' learning outcomes in the Al-Qur'an Hadith subject, particularly on the topic of Madd recitation rules. The pre-cycle data showed that students' learning outcomes were still low. The average score obtained by students was 66.7, while classical learning mastery reached only 38.46%, indicating that only 10 out of 26 students achieved the Minimum Learning Achievement Criteria established by the school, namely 75. These findings indicate that the learning outcomes had not yet met the expected success indicators and became the basis for implementing the Kahoot-assisted Teams Games Tournament (TGT) learning model in the following cycles. The distribution of students' pre-cycle scores is presented in Table 1.

Table 1 Distribution of Students' Learning Outcome Scores in the Pre-Cycle Stage

Score Range	Category	Frequency	Percentage
85-100	Very High	0	0%
75-84	High	11	42.3%
60-74	Sufficient	13	50%
≤ 60	Low	4	15.3%

Source: Data of the Initial Observation Results in MTSN 2 Muara Bungo

The pre-cycle data showed that most students were still in the moderate and low achievement categories, and no students obtained scores above 85. This condition indicated that students' learning outcomes in the Al-Qur'an Hadith subject, particularly on the topic of Madd recitation rules, had not yet achieved the expected learning targets. Therefore, a learning intervention was implemented through the application of the Teams Games Tournament (TGT) model assisted by Kahoot media. In cycle I, the researcher implemented Kahoot media with the TGT model in Al-Qur'an Hadith learning on the topic of Madd recitation rules. The learning process was carried out in two meetings. In the first meeting, students were introduced to Kahoot media and how to use it.

In Cycle I, the learning process was conducted in two meetings. Students were divided into seven heterogeneous groups to carry out collaborative learning activities. During the first meeting, students were introduced to the use of Kahoot media and studied the Madd recitation material through group discussions and quiz cards. In the second meeting, students participated in a Kahoot-based tournament consisting of 12 questions related to the learning material. The post-test results in Cycle I showed an improvement compared to the pre-cycle condition. The average student score increased from 66.7 to 74.5, while classical learning mastery increased from 38.46% to 61.5%, with 16 out of 26 students achieving the minimum mastery criterion. However, the predetermined success indicator of classical mastery $\geq 80\%$ had not yet been achieved. The complete results of Cycle I are presented in Table 2.

Table 2 The Results of Cycle I Post-Test.s

Description	Results
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The Highest Score	90
The Lowest Score	55
The Average Score	74.5
Number of Students Achieving Mastery (≥ 75)	16
Number of Students Not Achieving Mastery	12
Mastery Percentage	61,5%

Although the results in Cycle I showed improvement, the learning outcomes had not yet reached the expected success indicator. There were still 12 students who had not achieved the minimum mastery criterion. Based on classroom observations and reflection discussions conducted after Cycle I, several obstacles were identified during the learning process. Some students were still unfamiliar with operating the Kahoot application on their devices, causing delays during the quiz activities. In addition, the 15-second duration provided for each question was considered too short for students to read and analyze the Arabic text related to Madd recitation rules. Technical problems also occurred during the learning activities, particularly unstable internet connections that interrupted the tournament process. Furthermore, several students showed low self-confidence and tended to be passive during group discussions and tournament activities. These findings became the basis for improving the learning implementation in Cycle II.

Based on the findings and reflections from Cycle I, several improvements were implemented in Cycle II to optimize the learning process. The researcher provided a longer introduction session to help students better understand how to use the Kahoot application before the tournament activities began. The answer duration for each question was also extended from 15 seconds to 30 seconds to give students sufficient time to read and analyze the Arabic text related to Madd recitation rules. To overcome technical problems, a backup hotspot was prepared to maintain internet network stability during the learning activities. In addition, the researcher provided appreciation in the form of additional points and small rewards for the best-performing team to increase students' motivation and participation. Classical exercises on memorizing Madd words were also conducted before the tournament session to strengthen students' understanding of the material. In Cycle II, the number of quiz questions was increased to 20 items with varied levels of difficulty.

The results of Cycle II showed a significant improvement in students' learning outcomes. The average student score increased to 83, while classical learning mastery reached 85%, indicating that 22 out of 26 students successfully achieved the minimum mastery criterion. This result exceeded the predetermined success indicator of 80% classical mastery. The complete results of Cycle II are presented in Table 3.

Table 3. The Results of Cycle II Post-Test

Description	Results
The Highest Score	100
The Lowest Score	68
The Average Score	83
Number of Students Achieving Mastery (≥ 75)	22
Number of Students Not Achieving Mastery	4
Mastery Percentage	85%

To present the research findings comprehensively, Table 4 displays a recapitulation of students' learning outcomes from the pre-cycle stage, Cycle I, and Cycle II, including the average scores and classical learning mastery achieved in each stage of the study.

Table 4. Recapitulation of Learning Outcomes

Stage	Average	Mastery (%)	Number of Achieving Mastery
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Pre-Cycle	66.7	42%	11
Cycle I	74.5	61,5%	16
Cycle II	83	85%	22
Improvement	+16.3	+43%	+11

Table 4 shows that the average student score increased by 16.3 points from the pre-cycle stage to Cycle II. In addition, classical learning mastery also increased significantly from 38.46% in the pre-cycle stage to 85% in Cycle II. These results indicate that the implementation of the Kahoot-assisted Teams Games Tournament (TGT) model was able to improve students' learning outcomes progressively throughout the research process.

In addition to cognitive learning outcomes, students' learning activities during the implementation of the learning model were also observed. The observed indicators included students' enthusiasm in participating in classroom learning, participation during the tournament activities, ability to use gadgets and the Kahoot application, cooperation within groups, and accuracy in reading Madd recitation rules. The observation results are presented in Table 5.

Table 5. Analysis of the Observation Results of Learning Activities

Indicator	Cycle I	Cycle II	Improvement
Enthusiasm for learning	54	86	+32%
Participation in the Tournament	48	84	+36%
Skills of Using a Gadget	44	81	+37%
Team Work	58	83	+25%
Accuracy in Reading Madd Words	46	85	+39%
Average	50	84	+34%

Table 5 shows an increase in all observed learning activity indicators from Cycle I to Cycle II. The highest improvement occurred in students' accuracy in reading Madd recitation rules, which increased by 39%, followed by students' skills in using gadgets and the Kahoot application, which increased by 37%. The observation data indicate that the improvements implemented in Cycle II, including extended answer duration and additional technical guidance, contributed to better student participation and learning performance during the instructional process.

Discussion

The results of the study demonstrate that the implementation of the Kahoot-assisted Teams Games Tournament (TGT) model was effective in improving students' learning outcomes in the Al-Qur'an Hadith subject on the topic of Madd recitation rules in MTsN 2 Bungo. The research findings showed a consistent increase in students' average scores, from 66.7 in the pre-cycle stage to 74.5 in Cycle I and 83.0 in Cycle II, with a total improvement of 16.3 points. In addition, classical learning mastery increased from 38.46% in the pre-cycle stage to 61.5% in Cycle I and reached 85% in Cycle II, exceeding the predetermined success indicator of 80%. The findings also identified several factors that supported the improvement of learning outcomes, including extending the answer duration to 30 seconds, providing technical tutorials before the tournament activities, maintaining internet network stability, and giving rewards to students. These improvements contributed to the increase in learning mastery from Cycle I to Cycle II.

The findings of this study indicate that the improvement in students' learning outcomes was influenced by several interconnected learning mechanisms during the implementation of the Kahoot-assisted Teams Games Tournament (TGT) model. The increase in average scores from 66.7 in the pre-cycle stage to 83.0 in Cycle II, as well as the increase in classical mastery from 38.46% to 85%, suggests that students were more actively involved in the learning process through group discussions, peer collaboration, and competitive quiz activities. This finding supports the cooperative learning theory, which emphasizes that active interaction among students can strengthen understanding and improve knowledge retention. The significant improvement in students' accuracy in reading Madd recitation rules, which increased by 39%, also indicates that extending the answer duration from 15 seconds to 30 seconds helped reduce students' cognitive burden and provided more time to process Arabic texts carefully during the quiz activities.

In addition, the technical tutorial provided before the implementation of Kahoot functioned as instructional scaffolding that helped students adapt to the use of digital learning media. This finding demonstrates that students' readiness in using educational technology plays an important role in determining the effectiveness of technology-assisted learning. The observation data also showed an increase in students' learning enthusiasm from 54% in Cycle I to 86% in Cycle II after rewards and group appreciation were introduced during the tournament activities. This finding is consistent with motivational learning theory, which explains that appreciation and positive reinforcement can increase students' engagement and participation in learning activities. Therefore, the results of this study imply that the integration of cooperative learning models and digital platforms can create a more interactive, student-centered, and motivating learning environment. These findings also strengthen the importance of providing adequate technical support, instructional adaptation, and motivational strategies in implementing technology-based learning policies in Islamic education contexts.

The findings of this study have implications in theoretical, practical, and policy dimensions. Theoretically, this study strengthens the discourse of Islamic educational management by showing that the challenges of digital learning are not limited to technology access, but also involve pedagogical readiness and classroom management strategies. The improvement of students' average scores from 66.7 in the pre-cycle stage to 83.0 in Cycle II, as well as the increase in classical mastery to 85%, indicates that technology-assisted cooperative learning can support more effective learning outcomes when implemented with appropriate instructional strategies. Practically, the findings provide several guidelines for teachers in implementing Kahoot-assisted TGT learning, including providing technical tutorials before learning activities, extending the answer duration to 30 seconds, maintaining internet stability through backup hotspots, using cooperative group activities, and giving rewards to increase students' motivation and participation. From a policy perspective, the results suggest that school principals need to formulate flexible policies that support the implementation of digital learning and allocate sufficient resources, such as internet support and backup data access, to ensure the effectiveness and continuity of technology-based learning in schools.

This study has several limitations that should be considered in interpreting the findings. First, the Classroom Action Research design was conducted in a specific classroom context, so the results cannot be generalized broadly to different educational settings. Second, the research was implemented only in two cycles, limiting the observation of longer instructional impacts. Third, this study focused primarily on cognitive learning outcomes and did not measure students' long-term retention of knowledge or psychomotor skills related to Al-Qur'an Hadith learning. In addition, technical constraints, particularly unstable internet connectivity during the implementation of Kahoot activities, occasionally affected the learning process.

Based on these limitations, several directions for future research are recommended. Future studies may employ a quasi-experimental design to provide stronger evidence regarding the effectiveness of the Kahoot-assisted TGT model. Further research may also investigate the most effective answer duration range, such as 20–35 seconds, to support students' comprehension during digital quizzes. Comparative studies between gamification platforms, including Kahoot, Quizizz,

Wordwall, and Blooket, are also important to identify the most suitable platform for Islamic education contexts. In addition, future researchers are encouraged to examine students' long-term retention through follow-up tests and conduct qualitative studies exploring students' subjective learning experiences during technology-assisted cooperative learning. The implementation of this model can also be tested in other Islamic Religious Education subjects, such as Fiqh, Akidah Akhlak, and Islamic Cultural History (SKI), to examine its broader applicability and effectiveness.

CONCLUSION

The implementation of the Kahoot-assisted Teams Games Tournament (TGT) model in Al-Qur'an Hadith learning in Class VIII E of MTsN 2 Bungo showed a consistent improvement in students' learning outcomes in each cycle. Students' achievement increased by 19.5% in Cycle I compared to the pre-cycle stage, while Cycle II showed a further increase of 23.5% compared to Cycle I, accompanied by the achievement of classical learning mastery above the predetermined success indicator. These findings demonstrate that the integration of cooperative learning and digital gamification was effective in creating a more active, collaborative, and motivating learning environment in Al-Qur'an Hadith instruction, particularly on the topic of Madd recitation rules. The study contributes to the development of innovative technology-based learning practices in Islamic education by showing that the combination of the TGT model and Kahoot platform can improve both students' academic achievement and classroom participation more effectively than conventional learning approaches commonly applied in previous studies. Therefore, teachers and schools are encouraged to integrate interactive digital media and cooperative learning strategies in classroom instruction, supported by adequate technological facilities and teacher readiness. Future studies are recommended to involve larger samples, apply experimental research designs, and examine the long-term impact of the model on students' retention, motivation, and learning skills in various Islamic Religious Education subjects.

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LIMITATIONS

This study has several limitations. First, the design of Classroom Action Research (CAR) is contextual so that the findings cannot be generalized comprehensively to different populations. Second, the study was only conducted in two cycles without measuring long-term retention, so the sustainability of the intervention effects cannot be confirmed. Third, the focus of the study is the cognitive domain, while the psychomotor domain (Al-Qur'an recitation skills) and affective (religious attitudes) are not systematically measured with a validated instrument. Fourth, technical constraints, such as limited internet networks and dependence on students' devices, remain challenges that could not affect the internal validity of the study. Fifth, small sample size (N=26) and potential of Hawthorne effect (students are aware they are being studied) also limited the interpretation of results.

AUTHOR CONTRIBUTION

EU contributed to conceptualization, classroom action research implementation, data collection, data analysis, and manuscript drafting. AY contributed to research supervision, methodology design, validation, manuscript review, and editing. DY contributed to data interpretation, observation activities, documentation, and final manuscript revision. All authors have read and approved the final version of the manuscript.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

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