
Pre-Service Teachers' Perceptions of Kahoot! as a Teaching Tool During Internships

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Abstract

This study explores how pre-service teachers perceive the use of Kahoot! during their teaching internships, especially in English language classrooms. As digital tools become more common in education, Kahoot! stands out for making lessons more interactive and enjoyable. Through a survey of 180 education students, this research looks at how Kahoot! supports engagement, ease of use, and effectiveness in teaching. Most participants found it helpful in boosting student motivation and participation. They also saw it as simple to use and easy to apply in the classroom. Interestingly, factors like a student's semester and age influenced how effective they thought Kahoot! was, while their study program and how often they used it did not. Overall, the study shows that gamified tools like Kahoot! can enhance the teaching experience and suggests that teacher education programs should consider including them to make learning more dynamic and effective.

Keywords: Digital learning, English language teaching, gamification, Kahoot!, pre-service teachers, teaching internship

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1. Introduction

In today's classrooms, technology is no longer just a support tool—it is becoming central to how students learn and how teachers teach. As education continues to evolve, educators are constantly seeking innovative methods to make lessons more engaging, interactive, and effective. Digital tools have become integral to modern classrooms, promoting student motivation, participation, and personalized learning experiences (Lai & Bower, 2019; Trust et al., 2022). One such tool is Kahoot!, a game-based learning platform that transforms ordinary lessons into interactive, quiz-style experiences (Hu, 2023; Wang, 2015).

Kahoot! is widely recognized for its user-friendly design, visual appeal, and adaptability in both online and face-to-face environments. Research shows that tools like Kahoot! foster student engagement and active participation, particularly as perceived by pre-service teachers in English as a Second Language (ESL) or Foreign Language (EFL) classrooms (Hu, 2023; Wang, 2015), where it is often used to boost vocabulary, grammar, and comprehension (Çetin, 2018; Evans, 2017).

This study focuses on how pre-service teachers—students currently training to become educators—perceive Kahoot! during their teaching internships. Perception, as described by Robbins and Judge (2017), refers to how individuals interpret their experiences. In education, these perceptions can shape how teachers make instructional decisions (Eggen & Kauchak, 2012). When pre-service teachers view a tool as helpful, easy to use, and enjoyable for students, they are more likely to adopt it confidently and consistently.

Two key theories underpin this study: Technological Pedagogical Content Knowledge (TPACK) and Self-Determination Theory (SDT). TPACK, developed by Mishra and Koehler (2006), emphasizes that effective technology integration in education depends on the interplay between content knowledge, pedagogy, and technological tools. SDT, introduced by Deci and Ryan (1985), focuses on intrinsic motivation—particularly the needs for autonomy, competence, and relatedness.

These theories complement one another in digital learning environments. While TPACK offers a structure for how tools like Kahoot! can be integrated into instructional design (Chai et al., 2013), SDT explains why such tools may be effective—by supporting student engagement, agency, and connection (Ryan & Deci, 2020).

Previous studies have demonstrated that game-based learning platforms like Kahoot! can improve students' motivation and participation by fulfilling the core needs outlined in SDT (Licorish et al., 2018; Zarzycka-Piskorz, 2016). At the same time, Kahoot! supports pre-service teachers in developing TPACK by providing an accessible platform to align technological tools with pedagogical intentions (Voogt et al., 2015). For example, Wang (2015) and Bicen and Kocakoyun (2018) found that Kahoot! increases student engagement and motivation, while Zarzycka-Piskorz (2016) highlighted its simple design as a key

advantage for both teachers and learners. However, most of this research emphasizes student experiences or the practices of in-service teachers.

This study, by contrast, focuses on pre-service teachers—those still developing their instructional identities—and explores their perceptions of Kahoot! during their internships. It aims to determine whether they find Kahoot! engaging, easy to use, and effective for teaching. It also investigates whether usage frequency influences how beneficial these teachers-in-training perceive the tool to be.

1.1. Theoretical and conceptual framework

Understanding pre-service teachers' perceptions of Kahoot! during internships involves exploring key theoretical foundations related to perception, educational technology, and teaching strategies. This section outlines relevant perspectives from educational psychology and instructional design.

1.1.1. Perception: Teacher beliefs

Perception plays a vital role in shaping teaching practices. Robbins and colleagues (2016) define perception as the process through which individuals interpret and make sense of sensory information. In the context of education, Robbins et al. (2016) emphasize that teachers' beliefs and perceptions influence how they organize classroom experiences and select instructional tools. Pre-service teachers' judgments about the value, usability, and effectiveness of a tool like Kahoot! will therefore impact whether and how they choose to implement it. These perceptions are not only cognitive but also emotional, often shaped by personal experiences, motivation, and external support.

1.1.2. Kahoot! as teaching tool

Kahoot! serves as both a digital instructional medium (media ajar) and an engaging tool for facilitating active learning. As a cloud-based quiz platform, it promotes real-time interaction and immediate feedback, which are essential features in learner-centered education. The integration of Kahoot! aligns with the core functions of instructional media as described by Heinich et al. (2002), which include presenting content, engaging students, and supporting assessment. For pre-service teachers, Kahoot! offers a low-risk, high-impact opportunity to experiment with technology in real classroom settings.

1.1.3. Game-based learning

Game-Based Learning (GBL) is grounded in the idea that game elements—like competition, point systems, and rewards—can improve student motivation and participation. Plass, Homer, and Kinzer (2015) argue that well-designed educational games foster cognitive and emotional engagement. Kahoot! fits within this model by offering fun, interactive experiences that make students eager to participate. Wang (2015) notes that Kahoot!'s game-like structure can positively affect attention and energy levels, while Bicen and Kocakoyun

(2018) found that students using Kahoot! felt more motivated than those using traditional materials. For pre-service teachers, engagement is particularly crucial, as they are developing strategies to keep students interested while learning how to manage real classroom environments.

1.1.4. Usability: Technology acceptance model (TAM)

Davis's (1989) Technology Acceptance Model (TAM) explains that users adopt new technologies when they perceive them as useful and easy to use. Teo (2011) expanded TAM in educational settings by suggesting that pre-service teachers are more likely to use digital tools consistently if they believe these tools enhance learning and are easy to operate. Studies by Zarzycka-Piskorz (2016) and Kaharuddin (2020) show that Kahoot! is perceived as user-friendly and intuitive. The ease of creating quizzes and the simplicity of the platform make it a practical choice for novice teachers, especially those still gaining confidence with classroom technology.

1.1.5. Teaching effectiveness

Effective teaching involves regularly assessing student understanding and adjusting instruction accordingly. Kahoot! supports formative assessment, which Black and Wiliam (2009) define as activities that provide immediate feedback to inform teaching. Ismail and Mohammad (2017) found that using Kahoot! for quizzes helped students retain information better and promoted critical thinking. Dellos (2015) adds that Kahoot!'s visual interface and game mechanics help students recognize and correct their own mistakes. These features are especially helpful for pre-service teachers who are learning to monitor student progress and adjust their teaching strategies in real-time.

1.1.6. Constructivism in teacher development

From a theoretical perspective, Kahoot! also aligns with Constructivist Learning Theory, particularly Vygotsky's (1978) emphasis on social interaction and active knowledge construction. Kahoot! allows learners to engage with content, collaborate with peers, and receive immediate feedback—key principles of constructivist classrooms. In addition, the TPACK framework (Mishra & Koehler, 2006) supports the integration of digital tools like Kahoot! by encouraging teachers to balance their content knowledge, pedagogy, and technological proficiency. Chai et al. (2020) argue that TPACK is essential for preparing pre-service teachers to meet the challenges of modern education.

2. Method

2.1. Research design

This study employed a quantitative research design using a survey method to explore pre-service teachers' perceptions of using Kahoot! during their teaching internships. The design

was chosen to collect quantifiable data that could provide insights into levels of agreement regarding engagement, usability, and teaching effectiveness of the tool.

2.2. Participants

The participants were 180 pre-service teachers enrolled in teacher education programs at 1 state university and 2 universities in Jakarta. Participants were selected using stratified random sampling, which ensured balanced representation across relevant subgroups such as semester level, age group, and academic major. This method is especially effective in educational research where subpopulations may influence perceptions and outcomes (Creswell and Creswell, 2018; Taherdoost, 2016). The sampling frame was developed with the assistance of university education departments and practicum program coordinators, who provided access to student lists. From these lists, participants were randomly selected within each defined stratum to ensure proportional representation. All selected respondents had completed a teaching internship and had varying levels of experience using Kahoot! in the classroom. During the data screening process, responses identified as outliers using the Z-score method (± 3 standard deviations from the mean; Field, 2018) were removed, resulting in a final sample size of 180. Stratified random sampling enhances both the statistical validity and generalizability of the findings by minimizing sampling bias and reflecting the diversity of the target population (Lohr, 2021)

2.3. Instrument

The questionnaire used in this study consisted of 12 close-ended items organized into three conceptual subcategories: Engagement, Usability, and Effectiveness. These categories were derived from established research on digital game-based learning and classroom interaction (e.g., Wang, 2015; Licorish et al., 2018), and aligned with the study's theoretical framework—TPACK and Self-Determination Theory.

To establish content validity, the instrument was reviewed by two experts in the fields of educational technology and teacher education. Their insights guided revisions to improve clarity, ensure alignment with the research objectives, and enhance relevance to the experiences of pre-service teachers.

Prior to data collection, the questionnaire was piloted with five pre-service teachers who had completed teaching internships but were not included in the main study. Feedback from this pilot phase was used to refine instructions and revise ambiguous items to improve comprehensibility and flow.

The final set of 12 items reflected the three core subcategories. The Engagement dimension included four items that explored the extent to which Kahoot! encouraged student motivation, attention, and interest in learning. The Usability dimension focused on how easily Kahoot! could be navigated and implemented in classroom settings, including accessibility and user experience. Finally, the Effectiveness dimension addressed perceived outcomes, such as reinforcement of learning content, classroom participation, and overall support for teaching objectives.

2.3.1. Section 1: Participant profile

This section included questions aimed at understanding the background of the participants. It covered the program in which they were enrolled (e.g., English Education, Science Education), their current semester, and whether they had experience using Kahoot! during their teaching internship (Yes/No). Additionally, it asked about the frequency of their Kahoot! use, with options ranging from Rarely, Sometimes, Often, to Always.

2.3.2. Section 2: Perceptions of Kahoot!

This section was designed to explore pre-service teachers' perceptions of using Kahoot! in their teaching internships. It consisted of 12 items, which were organized into three thematic subcategories: Engagement, Usability, and Effectiveness in Teaching.

The Engagement subcategory included four items that measured how Kahoot! influenced student interest, motivation, and participation in classroom activities. These items aimed to assess whether the game-based platform helped create a more dynamic and interactive learning environment.

The Usability subcategory also contained four items, which focused on the ease of using Kahoot! from the perspective of both the pre-service teachers and their students. This included the simplicity of setting up quizzes, navigating the platform, and integrating it smoothly into lesson plans.

The final subcategory, Effectiveness in Teaching, comprised four items that evaluated the impact of Kahoot! on student learning outcomes. These items examined whether Kahoot! contributed to better student understanding of the material and if it served as an effective tool for assessment and review.

All items in this section were rated using a 5-point Likert scale: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5), allowing participants to express varying degrees of agreement with each statement.

2.4. Data collection procedure

The Google Form link was shared via institutional email and student WhatsApp groups. Respondents were given one week to complete the form. Participation was voluntary, and informed consent was obtained at the beginning of the questionnaire. Anonymity and confidentiality were assured.

2.5. Data analysis

To ensure the reliability of the survey instrument used in this study, researchers conducted a Cronbach's Alpha analysis. The questionnaire included 12 Likert-scale items designed to assess pre-service teachers' perceptions of Kahoot! in terms of Engagement, Usability, and Effectiveness in Teaching.

3. Findings and Discussion

3.1. Findings

Before presenting the main findings, a reliability analysis was conducted to assess the internal consistency of the questionnaire. Using Cronbach's alpha, the instrument demonstrated acceptable to high reliability across its three subcategories: Engagement, Usability, and Effectiveness. This confirms that the items within each category consistently measured their intended constructs and supports the overall validity of the scale used in this study.

Table 1. Global reliability statistics

Scale Reliability Statistics	
	Cronbach's α
scale	0,786

3.1.1. Reliability of the scale

The internal consistency of the questionnaire used in this study was evaluated using Cronbach's Alpha, which produced a value of 0.789. According to George and Mallery (2003), this result indicates that the instrument has good reliability. The threshold for acceptable reliability is generally considered to be 0.70, so a value of 0.789 suggests that the scale is sufficiently consistent in measuring pre-service teachers' perceptions of Kahoot!'s effectiveness, engagement, and usability. This level of reliability indicates that the questionnaire items work well together to assess the intended constructs.

Table 2. Descriptive statistics overview

Perception Category	Mean	Std Dev	Min	Max
Engagement	4.58	0.47	1.0	5.0
Usability	4.52	0.41	2.0	5.0
Effectiveness	4.56	0.33	2.25	5.0

3.1.2. Descriptive statistics scale

Descriptive statistics were used to summarize pre-service teachers' responses regarding their perceptions of Kahoot! across three categories: Engagement, Usability, and Effectiveness. The results showed consistently high mean scores in all dimensions, indicating generally favorable perceptions. Specifically, the mean score for Engagement was 4.58 (SD = 0.47), for Usability was 4.52 (SD = 0.41), and for Effectiveness was 4.56 (SD = 0.33), all based on a 5-point Likert scale. These scores suggest that Kahoot! is perceived as highly engaging,

easy to use, and effective as a teaching tool. A summary of these results is presented in Table 2.

3.2. Interpretation

3.2.1. Frequency of use and perceived engagement & effectiveness

The data revealed high average scores across all categories, with engagement ($M = 4.58$) and effectiveness ($M = 4.56$) rated particularly highly. These findings reinforce the earlier point that frequent use of Kahoot! enhances perceived benefits. The slight variation in scores (standard deviations around 0.33–0.47) indicates moderate agreement among pre-service teachers.

The findings indicated *moderate agreement* among pre-service teachers regarding their perceptions of Kahoot!. This term refers to a general level of consensus, where respondents tend to hold similar views but with some degree of variation. In this study, it suggests that while many participants recognized the platform's benefits—particularly in terms of student engagement—there was not uniform or overwhelming agreement, pointing to diverse experiences or interpretations of its classroom value.

Specifically, the consistently high engagement scores suggest that Kahoot! effectively maintains student interest and participation. This aligns with previous literature claiming that regular use fosters familiarity, which can enhance both engagement and effectiveness (Wang, 2015). However, the current study's regression analysis showed that frequency of use was not a significant predictor of perceived effectiveness ($p = 0.785$). This apparent contradiction suggests that although Kahoot! is generally seen as engaging regardless of how often it is used, more frequent usage does not necessarily translate into higher perceptions of instructional effectiveness. Engagement may remain consistently high across various usage levels, while perceptions of pedagogical impact are more likely influenced by other factors such as age and semester level.

3.2.2. Implications for teacher training

The results of this study provide strong support for the integration of educational technology, specifically gamified learning tools like Kahoot!, into teacher training programs. The high average scores in engagement ($M = 4.58$), usability ($M = 4.52$), and effectiveness in teaching ($M = 4.56$) suggest that pre-service teachers perceive Kahoot! as a valuable tool that enhances both teaching and learning experiences. These positive perceptions underline the importance of preparing future educators not only to use such tools but also to understand their pedagogical advantages.

Pre-service teachers found that Kahoot! significantly increased student participation and motivation in the classroom. This indicates that training programs should emphasize the use of interactive platforms to help prospective teachers design engaging lesson plans. Equipping

future educators with strategies to actively involve students can contribute to a more dynamic and student-centered learning environment.

In terms of usability, participants reported that Kahoot! was easy to use, both for themselves and for their students. This reinforces the idea that teacher education programs should include practical sessions where trainees can experiment with creating and implementing digital quizzes. Providing early exposure to such platforms can build the digital confidence necessary for effective classroom integration.

Furthermore, the high rating for teaching effectiveness suggests that pre-service teachers view Kahoot! as a useful tool for reinforcing material and conducting formative assessments. As a result, teacher training curricula should incorporate digital assessment methods and show how they can be used to monitor student understanding in real time. This approach can help future teachers develop a deeper understanding of data-driven instruction and improve their ability to respond to student needs.

Overall, these findings imply that frequent and meaningful use of tools like Kahoot! during teaching internships and coursework can greatly enhance pre-service teachers' readiness for modern classrooms. Through hands-on practice and guided reflection, teacher education programs can empower future educators to confidently adopt innovative instructional technologies.

Table 3. Linear regression

Linear Regression

Model Fit Measures

Model	R	R ²
1	0.459	0.210

Model Coefficients - E1

Predictor	Estimate	SE	t	p
Intercept *	4.1689	0.1763	23.648	<.001
1. Program Pendidikan:				
2 – 1	0.0751	0.0747	1.006	0.316
2. Semester:				
7 – 6	0.3225	0.1170	2.756	0.006
8 – 6	-0.0548	0.1366	-0.401	0.689
9 – 6	-0.5201	0.2845	-1.828	0.069
3. Umur:				
20-21 – 18-20	0.1177	0.1868	0.630	0.529
>21 – 18-20	0.3974	0.1689	2.354	0.019
Seberapa 1 anda menggunakan Kahoot! selama kegiatan PLP/magang mengajar?: SELALU – SERING	0.0197	0.0722	0.273	0.785

* Represents reference level

The Linear Regression Model results, which help us understand the relationship between the predictors (such as Program Pendidikan, Semester, Age, and Frequency of Kahoot! usage) and the dependent variable (likely related to pre-service teachers' perceptions of Kahoot!'s effectiveness).

3.2.3. Linear regression analysis

A linear regression analysis was conducted to examine the relationship between several independent variables and the perceived effectiveness of Kahoot! among pre-service teachers, which served as the dependent variable. The independent variables included the participants' educational program, current semester, age, and frequency of Kahoot! usage during their teaching internships. This statistical approach allowed us to identify which factors significantly influenced how effective the participants perceived Kahoot! to be as a teaching tool.

3.2.4. Model fit measures

The results of the regression analysis showed that the model had an R value of 0.459, indicating a moderate positive correlation between the independent variables and the perceived effectiveness of Kahoot!. This suggests that while the predictors included in the model are related to the outcome, there remains a substantial amount of unexplained variability. The R² value was 0.210, meaning that approximately 21% of the variance in perceived effectiveness can be explained by the combination of educational program, semester, age, and frequency of usage. Although this is a modest proportion, it still reflects meaningful patterns in how these background factors relate to teachers' perceptions of the tool.

3.2.5. Coefficients and statistical significance

The regression coefficients offered more detailed insights into the influence of each predictor. The intercept of the model was estimated at 4.1689, and it was statistically significant ($p < 0.001$), indicating that even in the absence of all predictors, the baseline perception of Kahoot! was strongly positive.

The educational program variable, however, did not show a significant effect on perceived effectiveness ($p = 0.316$). This suggests that whether a pre-service teacher was enrolled in English Education, Science Education, or another program did not meaningfully influence their views on Kahoot!.

Regarding semester, pre-service teachers in the 7th and 6th semesters reported significantly higher perceptions of effectiveness, with a coefficient of 0.3225 and a p-value of 0.006. This result implies that teaching experience gained in later semesters might enhance appreciation for digital tools like Kahoot!. However, participants in the 8th–6th and 9th–6th semester groups did not show significant differences in perception ($p = 0.689$ and $p = 0.069$,

respectively), indicating that the influence of semester level may not increase linearly beyond a certain point.

Age was found to be a significant factor in shaping pre-service teachers' perceptions of Kahoot!. Specifically, participants aged over 21 expressed significantly more favorable views of the platform, as indicated by a regression coefficient of 0.3974 and a p-value of 0.019. This suggests that older participants may be better positioned to appreciate and integrate educational technologies like Kahoot! into their teaching practice. One possible explanation is that individuals over 21 are likely to be in the later stages of their teacher education programs, having completed more coursework, classroom observations, or practicum experiences. This increased exposure may lead to a more refined sense of how such tools align with pedagogical goals.

Beyond experience, greater age may also be associated with higher levels of pedagogical maturity—that is, a deeper understanding of instructional design, learner engagement, and classroom management. This maturity can contribute to more strategic use of technology, allowing older pre-service teachers to view tools like Kahoot! not merely as novelties but as purposeful instruments to support learning outcomes. In contrast, participants aged 20–21 did not differ significantly from the reference group ($p = 0.529$), suggesting that the developmental or experiential gains that influence perceptions may only become apparent beyond a certain threshold, such as age 21. These findings highlight the potential influence of both age and teaching experience in shaping the readiness and confidence of pre-service teachers to integrate digital tools effectively—a view supported by recent research emphasizing the role of developmental maturity and practical exposure in technology adoption among teacher candidates (Karaca & Uslu, 2021).

Interestingly, the frequency of Kahoot! usage during teaching internships did not significantly impact perceptions of its effectiveness ($p = 0.785$). This indicates that how often a teacher used the tool—whether rarely or frequently—was not a strong predictor of how effective they perceived it to be.

3.3. Summary of findings

Overall, the regression analysis revealed several key insights. First, pre-service teachers in later semesters, particularly those in the 6th and 7th semesters, reported significantly more positive perceptions of Kahoot!. This may reflect growing confidence and competence in using classroom technologies as they progress in their studies. Second, older pre-service teachers, especially those aged over 21, also perceived the tool more favorably, possibly due to increased experience or digital literacy.

In contrast, educational program and frequency of Kahoot! usage were not significant predictors of perceived effectiveness. This suggests that while Kahoot! is generally well-received, its perceived value is more strongly tied to the teacher's stage of preparation and

maturity, rather than the number of times it is used or the specific academic discipline of the teacher.

3.4. Discussion

The findings of this study on pre-service teachers' perceptions of using Kahoot! during teaching internships align with and, in some cases, diverge from previous research. The discussion below compares the results on engagement, usability, and teaching effectiveness with existing literature.

3.4.1. Engagement

This study found that pre-service teachers generally perceived Kahoot! as a tool that effectively enhances student engagement, consistent with prior research. Many respondents agreed that Kahoot! helped increase students' motivation, participation, and interest during classroom activities. This supports the findings of Wang (2015), who reported that game-based learning tools like Kahoot! make lessons more interactive and enjoyable, leading to higher engagement levels among students. Similarly, Licorish (2018) emphasized that the competitive and game-like nature of Kahoot! positively influences students' enthusiasm and classroom involvement.

However, the current study also suggests that the extent of engagement may be influenced by the teacher's confidence and teaching experience, especially among older and more senior students. This is somewhat in contrast to earlier research that focused mainly on student outcomes, such as Plump and LaRosa (2017), who found increased engagement across a broad range of learner profiles regardless of teacher characteristics. This suggests that while Kahoot! promotes engagement, its success may also depend on how the teacher facilitates its use.

3.4.2. Usability

Pre-service teachers in this study rated Kahoot! as easy to use for both themselves and their students. The platform's intuitive interface and simple setup were often cited as strengths. These findings are in line with the work of Zarzycka-Piskorz (2016), who found that teachers appreciated the user-friendly design of Kahoot!, which allowed for smooth integration into various types of classroom activities. In addition, (Bicen & Kocakoyun, 2018) highlighted that Kahoot!'s accessibility and ease of implementation contributed to its popularity among educators and learners alike.

Despite overall positive views, this study also showed that familiarity with educational technology might play a role in how usable pre-service teachers find the tool. Older and more experienced students found it more usable, suggesting that training and prior exposure influence usability perceptions. This observation aligns with the findings of Ismail and Mohammad (2017), who noted that users with more digital competence perceived educational technologies as easier to implement.

3.4.3. Effectiveness in teaching

Participants generally viewed Kahoot! as effective for enhancing student understanding and supporting formative assessment. They believed that it helped reinforce learning content and provided immediate feedback to both teachers and students. This perception aligns with the study by Cheng (2020), which showed that game-based platforms like Kahoot! improved comprehension and retention through active recall and repetition. Likewise, Hwang (2019) found that Kahoot! contributed to improved academic performance and facilitated more effective assessment methods.

However, in this study, the frequency of Kahoot! use did not significantly influence perceptions of its teaching effectiveness. This contrasts with earlier research, such as Dinis da Costa and Lopes (2020), which suggested that regular use of gamified tools leads to better teaching outcomes. The results imply that simply using Kahoot! often does not automatically enhance its instructional value—effective use may depend more on the teacher’s experience, classroom management, and alignment with learning goals.

In summary, while the current findings are largely consistent with previous literature on the benefits of Kahoot!, they also highlight the importance of teacher readiness and context in determining the tool’s effectiveness. These insights suggest a more nuanced view, where engagement, usability, and teaching outcomes depend not just on the tool itself, but also on who is using it and how it is applied.

4. Conclusion

The findings of this study reveal several important insights regarding the use of Kahoot! by pre-service teachers during their teaching internships. Based on the responses from 180 education students, it was evident that Kahoot! is generally perceived positively, particularly in terms of its ability to enhance student engagement, its ease of use, and its contribution to effective teaching.

The reliability test produced a Cronbach’s Alpha value of 0.789, indicating that the questionnaire used was consistent and dependable in measuring participants’ perceptions across the three dimensions. Regression analysis showed that certain background variables influenced these perceptions more significantly than others, with the model accounting for 21% of the variation in perceived effectiveness. Specifically, students in later semesters—especially those in Semester 7—tended to view Kahoot! more favorably. This may be attributed to increased teaching experience and greater confidence in using classroom technology. Similarly, participants over the age of 21 reported more positive perceptions, suggesting that age-related factors such as maturity or familiarity with educational tools may play a role.

Conversely, the program of study and the frequency of Kahoot! usage during the internship did not have a substantial effect on overall perceptions. This indicates that frequent

use alone does not guarantee a positive impact; rather, the teacher's preparedness and confidence in using the tool appear to be more critical.

In conclusion, while Kahoot! is a well-received digital tool in the context of teaching internships, its effectiveness is closely linked to the background and readiness of the teacher. With appropriate training and experience, pre-service teachers can maximize the potential of Kahoot! to enhance student learning, particularly in English language classrooms.

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