

REFERENCES

- Alias, M., & Tukiran, A. (2010). The effect of teacher generated concept maps on the learning of linear motion concepts in elementary physics. *Journal of Turkish Science Education*, 7(3), 3-14. Retrieved from <https://tused.org>
- Archambault, I., Janosz, M., Morizot, J., & Pagani, L. S. (2009). Adolescent behavioral, affective, and cognitive engagement in school: Relationship to dropout. *Journal of School Health*, 79, 402–409. <http://dx.doi.org/10.1111/j.1746-1561.2009.00428.x>.
- Arikan, A., & Kisadi, G. (2020). The Effect of Kahoot on Foreign Language Vocabulary Learning: A Case of English Preparatory Class Students. *Journal of Education and Learning*, 9(3), 295-305. doi:10.5539/jel.v9n3p295
- Braun, V., & Clarke, V. (2008). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Bassett, J.F., Cleveland, A.J., Acorn, D.A., Nix, M., & Snyder, T.L. (2017). Are they paying attention? Students' lack of motivation and attention potentially threaten the utility of course evaluations. *Assessment & Evaluation in Higher Education*, 42, 431 - 442. <https://doi.org/10.1080/02602938.2015.1119801>
- Cappella, E., Kim, H. Y., Neal, J. W., & Jackson, D. R. (2013). Classroom peer relationships and behavioral engagement in elementary school: The role of social network equity. *American journal of community psychology*, 52, 367-379. <https://doi.org/10.1007/s10464-013-9603-5>
- Cassar, A.G. & Jang, E.E. (2010). Investigating the effect of a game-based approach in teaching word recognition and spelling to students with reading disabilities and attention deficits. *Australian Journal of Learning Difficulties*. 15(2), 193-211. <https://doi.org/10.1080/19404151003796516>
- Chapman, E. (2003). *Assessing student engagement rates*. ERIC Digest. Retrieved from <https://files.eric.ed.gov/fulltext/ED482269.pdf>
- Chen, C. H., & Yeh, H. C. (2019). Effects of integrating a questioning strategy with game-based learning on students' language learning performances in flipped classrooms. *Technology, Pedagogy and Education*, 28(3), 347-361. <https://doi.org/10.1080/1475939X.2019.1618901>
- Dhawan, S. (2020). Online learning: A panacea in the time of Covid-19 crisis. *Journal of educational technology systems*, 49(1), 5-22. Retrieved from <https://journals.sagepub.com/doi/pdf/10.1177/0047239520934018>
- Donkin, R., & Rasmussen, R. (2021). Student perception and the effectiveness of Kahoot!: a scoping review in histology, anatomy, and medical

- education. *Anatomical Sciences Education*, 14(5), 572-585.
<https://doi.org/10.1002/ase.2094>
- Ishak, S. A., Hasran, U. A., & Din, R. (2023). Media education through digital games: a review on design and factors influencing learning performance. *Education Sciences*, 13(2), 102.
<https://doi.org/10.3390/educsci13020102>
- Eck, R. V. (2006). Digital game-based learning : It's not just the digital natives who are restless. *Educause Review*, 41(2), 1–16. Retrieved from
<https://commons.und.edu/tlpp-fac/25/>
- Efriana, L. (2021). Problems of online learning during Covid-19 pandemic in EFL classroom and the solution. *Journal of English Language Teaching and Literature*, 2(1), 38–47. Retrieved from
<https://jurnal.stkipmb.ac.id/index.php/jelita/article/view/74>
- Erhel, S. & Jamet, E. (2013). Digital game-based learning: Impact of instructions and feedback on motivation and learning effectiveness. *Computers and Education*, 67, 156–167. <https://doi.org/10.1016/j.compedu.2013.02.019>
- Fikrie & Ariani, L. (2019). Keterlibatan siswa (*student engagement*) di sekolah sebagai salah satu upaya peningkatan keberhasilan siswa di sekolah. *Seminar Nasional & Call Paper Psikologi Pendidikan 2019: Menjadi Siswa Yang Efektif Di Era Revolusi Industri 4.0*, 13, 103–110. Retrieved from
https://www.researchgate.net/profile/Fikrie-Fikrie/publication/350544600_KETERLIBATAN_SISWA_STUDENT_ENGAGEMENT_DI_SEKOLAH_SEBAGAI_SALAH_SATU_UPAYA_PENINGKATAN_KEBERHASILAN_SISWA_DI_SEKOLAH/links/60656d1b458515614d274242/KETERLIBATAN-SISWA-STUDENT-ENGAGEMENT-DI-SEKOLAH-SEBAGAI-SALAH-SATU-UPAYA-PENINGKATAN-KEBERHASILAN-SISWA-DI-SEKOLAH.pdf
- Fitria, T. N. (2021). Implementation of institution's e-learning platform in teaching online at ITB AAS Indonesia. *EDUTECH : Journal of Education and Technology*, 4(3), 493– 503. <https://doi.org/10.29062/edu.v4i3.157>
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School Engagement: Potential of the Concept, State of the Evidence. *SAGE Journal*, 74(1).
<https://doi.org/10.3102/00346543074001059>.

- Gustiani, S. (2020). Students' motivation in online learning during Covid-19 pandemic era: A case study. *Holistics (Hospitality and Linguistics): Jurnal Ilmiah Bahasa Inggris*, 12(2). Retrieved from <https://jurnal.polsri.ac.id/index.php/holistic/article/view/3029>
- Guz, E., & Tetiurka, M. (2016). Positive emotions and learner engagement: Insights from an early FL Classroom. *Positive psychology perspectives on foreign language learning and teaching*, 133-153. https://doi.org/10.1007/978-3-319-32954-3_8
- Habibah, R., Salsabila, U. H., Lestari, W. M., Andaresta, O., & Yulianingsih, D. (2020). Pemanfaatan Teknologi Media Pembelajaran di Masa Pandemi Covid-19. *Trapsila: Jurnal Pendidikan Dasar*, 2(2), 1. <https://doi.org/10.30742/tpd.v2i2.1070>.
- Hughes, J. N., Luo, W., Kwok, O.-M., & Loyd, L. K. (2008). Teacher-student support, effortful engagement, and achievement: A 3-year longitudinal study. *Journal of Educational Psychology*, 100(1), 1-14. <https://doi.org/10.1037/0022-0663.100.1.1>
- Kaur, P., & Nadarajan, R. (2019). Kahoot in the English language classroom. *South East Asia Journal of Contemporary Business, Economics and Law*, 20(6), 49-54. Retrieved from https://seajbel.com/wp-content/uploads/2019/12/KLICELS14_45.pdf
- Kaur, P., & Nadarajan, R. (2020). Language learning and teaching using Kahoot. *International Journal of Modern Education*, 2(5), 19-28. DOI:[10.35631/ijmoe.25003](https://doi.org/10.35631/ijmoe.25003)
- Kawulich, B. (2012). *Doing social research: A global context*. McGraw Hill. Retrieved from <https://www.researchgate.net/publication/257944783>
- Kurnia, M., Rahmawati, M., & Fitriyana, W. (2020). Playing e-quizzes with Kahoot!: Students' behavioral engagement on reading comprehension through KAHOOT!. *English Ideas: Journal of English Language Education*, 1(1). Retrieved from <https://journal.unsika.ac.id/index.php/IDEAS/article/view/4177/2441>
- Kurniawan, R. (2020). Using KAHOOT for interactive English Learning: A review of Current Literature. *Journal Of Language Education and Development (JLed)*. <https://doi.org/10.52060/jled.v2i2.286>
- Lee, I. (2008). Student reactions to teacher feedback in two Hong Kong secondary classrooms. *Journal of second language writing*, 17(3), 144-164. <https://doi.org/10.1016/j.jslw.2007.12.001>
- Li, S., Yu, C., Hu, J., & Zhong, Y. (2016). Exploring the effect of behavioral engagement on learning achievement in online learning: Learning analytics of non-degree online learning data. *International Conference on*

- Educational Innovation through Technology (EITT)*.
Doi:10.1109/eitt.2016.56
- Liu, Z. Y., Shaikh, Z., & Gazizova, F. (2020). Using the Concept of Game-based Learning in Education. *IJET*, 15(2), 53.
<https://doi.org/10.3991/ijet.v15i14.14675>.
- Licorish, S.A., Owen, H.E., Daniel, B.A., & George, J.L. (2018). Students' perception of Kahoot!'s influence on teaching and learning. *Research and Practice in Technology Enhanced Learning*, 13.
<https://doi.org/10.1186/s41039-018-0078-8>
- Malik, M., Fatima, G., Hussain Ch., A., & Sarwar, A. (2017). E-learning: Students' perspectives about asynchronous and synchronous resources at higher education level. *Bulletin of Education and Research*, 39(2), 183–195. Retrieved from <http://proxy.cityu.edu/login?url=https://search-proquest-com.proxy.cityu.edu/docview/1986751399?accountid=1230>
- Marshall, C. & Rossman, G. B. (2016). *Designing qualitative research* (6th ed.). SAGE Publications. Retrieved from https://books.google.co.id/books?hl=en&lr=&id=zncBQAAQBAJ&oi=fnd&pg=PP1&ots=Lgn7rCXzaR&sig=8YPAq7NmJWMldqMXhDsFxfQ9cQ4&redir_esc=y#v=onepage&q&f=false
- Husin, M. Z. M., & Azmuddin, R. A. (2022). Learner Engagement in Using Kahoot! Within a University English Proficiency Course. *Educational Process: International Journal*, 11(2), 167-180.
<https://doi.org/10.22521/edupij.2022.112.9>
- Muhridza, N. H. M., Rosli, N. A. M., Sirri, A., & Samad, A. A. (2018). Using game-based technology, Kahoot! for classroom engagement. *LSP International Journal*, 5(2). <https://doi.org/10.11113/lspi.v5n2.77>
- Nurhadianti, B. W. P., & Pratolo, B. W. (2020). Students' perception toward the application of Kahoot! as an assessment tool in EFL class. *Universal Journal of Educational Research*, 8(5), 2150-2155. DOI: 10.13189/ujer.2020.080554
- Oktaria, A., Rohmayadevi, L., & Murwantono, D. (2021). Online Game Quiz “Kahoot” in Teaching English for Students of Smp Muhammadiyah Yogyakarta. *PROJECT (Professional Journal of English Education)*, 4(2), 290. <https://doi.org/10.22460/project.v4i2.p290-296>.
- Perrotta, C., Featherstone, G., Aston, H., & Houghton, E. (2013). Game-based learning: Latest evidence and future directions. *Slough: nfer*, 1-49. Retrieved from <https://www.nfer.ac.uk/nfer/publications/GAME01/GAME01.pdf>
- Plump, C. M., & LaRosa, J. (2017). Using Kahoot! in the classroom to create engagement and active learning: A game-based technology solution for

- eLearning novices. *Management Teaching Review*, 2(2), 151-158. <https://doi.org/10.1177/2379298116689783>
- Rosdy, S. N. A., & Yunus, M. M. (2021). A systematic review of Kahoot: Perceptions and challenges among english learners and teachers. *International Journal of Academic Research in Progressive Education and Development*, 10(1), 377-391. <https://doi.org/10.6007/IJARPED/V10-I1/9045>
- Putri, N.S. (2019). Putri, N. S. (2019). Kahoot application in English language teaching (ELT) context: An alternative learning strategy. *ELSYA: Journal of English Language Studies*, 1(1), 11-15. <https://doi.org/10.31849/elsya.v1i1.2488>
- Sa'diyah, R., Kurniawan, M. A., & Irawan, I. (2022). Educational Management of Online Learning in Pandemic Situation. *Journal Educational Innovation of MH Thamrin*, 6(2). <https://doi.org/10.37012/jipmht.v6i2.1284>
- Schensul, Stephen L., Schensul, Jean J., & LeCompte, Margaret D. (1999). *Essential ethnographic methods: observations, interviews, and questionnaires* (Book 2 in Ethnographer's Toolkit). AltaMira Press. Retrieved from https://books.google.co.id/books?hl=id&lr=&id=-QNKT0RJO8kC&oi=fnd&pg=PR8&dq=Essential+ethnographic+methods:+observations,+interviews,+and+questionnaires+&ots=DUpASU61CH&sig=7XxrkB-XvfAzK3gxVLPW8zzk1bk&redir_esc=y#v=onepage&q=Essential%20ethnographic%20methods%3A%20observations%2C%20interviews%2C%20and%20questionnaires&f=false
- Sofyana, A. W., Faridi, A., & Shakiyya, Z. (2020). Implementation of Kahoot as a digital assessment tool in English formative test for students of SMP Negeri 2 Temanggung in the academic year of 2019/2020. *English Education Journal*, 10(4), 466-473. <https://doi.org/10.15294/eej.v10i4.38619>
- Stake, R. E. (1995). *The art of case study research*. SAGE Publications. Retrieved from <https://en.id1lib.org/book/3485269/67b799>
- Suárez-Orozco, C., Rhodes, J., & Milburn, M. (2009). Unraveling the immigrant paradox: Academic engagement and disengagement among recently arrived immigrant youth. *Youth & Society*, 41(2), 151-185. doi:10.1177/0044118X09333647
- Sulistiyawan, A. H. (2021). Dampak pelaksanaan pembelajaran daring. *JURNAL Pendidikan Dasar Perkhasa: Jurnal Penelitian Pendidikan Dasar*, 7(2), 79-88. <https://doi.org/10.31932/jpdp.v7i2.1241>
- Taras, M. (2005) Assessment – summative and formative – some theoretical reflections. *Br J Educ Stud*, 53(4), 466–78. <https://doi.org/10.1111/j.1467-8527.2005.00307.x>

- Taufik, Hilmun, P., Sabella, E. N., & Sabrina, S. M. (2020). The use of digital game-based learning in EFL classroom: Teacher's voices. 434, 278–282. <https://doi.org/10.2991/assehr.k.200427.056>.
- Tao, Y., & Zou, B. (2023). Students' perceptions of the use of Kahoot! in English as a foreign language classroom learning context. *Computer Assisted Language Learning*, 36(8), 1668-1687. <https://doi.org/10.1080/09588221.2021.2011323>
- Urun, M. F., Aksoy, H., & Cornez, R. (2017). Supporting foreign language vocabulary learning through kinect- based learning. *International Journal of Game Based Learning*. 7(1). 20. DOI: 10.4018/IJGBL.2017010102
- Wang, A. I. & Tahir, R. (2020). The effect of using Kahoot for learning – A literature review. *Computers and Education*, 149, <https://doi.org/10.1016/j.compedu.2020.103818>.
- Wati, I. F. & Yuniawatika. (2020). Digital game-based learning as a solution to fun learning challenges during the covid-19 pandemic. 508, 202–210. <https://doi.org/10.2991/assehr.k.201214.237>.
- Yasir, G. M., Shaheen, A., & Hafeez, M. (2021). A systematic review on digital game-based versus. *Global Social Sciences Review*, 124-135. [https://doi.org/10.31703/gssr.2021\(vi-iv\).12](https://doi.org/10.31703/gssr.2021(vi-iv).12)
- Yeh, Y. T., Hung, H. T., & Hsu, Y. J. (2017). Digital game-based learning for improving students' academic achievement, learning motivation, and willingness to communicate in an English course. In *2017 6th IIAI International Congress on Advanced Applied Informatics (IIAI-AAI)* (560-563). IEEE. <https://doi.org/10.1109/IIAI-AAI.2017.40>
- Yin, R. K. (2014). *Case study research: Design and methods* (5th ed.). SAGE Publications. Retrieved from https://www.researchgate.net/publication/308385754_Robert_K_Yin_2014_Case_Study_Research_Design_and_Methods_5th_ed_Thousand_Oaks_CA_Sage_282_pages
- Zhiwei, E. Y. (2019). Bridging the gap in learning with the effective use of Kahoot!: A review. *Journal of Applied Learning and Teaching*, 2(1), 69-71. <https://doi.org/10.37074/jalt.2019.2.1.9>