

**STUDENTS' ATTITUDES TOWARD USING KAHOOT! AND
BLOOKET AS FORMATIVE ASSESSMENT TOOLS IN THE
INSTRUCTIONAL PLANNING COURSE**

THESIS

This Thesis is Submitted to fulfill the Requirement for “ Sarjana”

Degree in English Tadris Study Program



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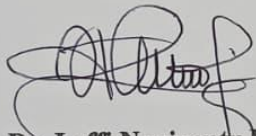
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PREFACE

All praises to Allah SWT that the writer had finally finished writing her thesis entitled **“Students’ Attitudes Toward Using Kahoot! And Blooket As Formative Assessment Tools In The Instructional Planning Course”**

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (SI) in English Study Program of IAIN Curup. The writer realizes that this thesis is far being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Finally, the writer hopes that this thesis may provide valuable insights and be beneficial for readers who are interested in this field of study.

Curup, juni 2026
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MOTTO

“Lihatlah orang yang berada di bawahmu dan jangan melihat orang yang berada di atasmu, karena itu lebih patut agar kamu tidak meremehkan nikmat Allah kepadamu.” (HR. Muslim)

“Sesungguhnya Allah tidak akan mengubah keadaan suatu kaum sampai mereka mengubah keadaan yang ada pada diri mereka sendiri.” (QS. Ar-Ra'd: 11)

“Do not compare yourself to others; compare yourself today with who you were yesterday.”

“Be grateful for what you have, improve what is still lacking, and appreciate every kindness that has touched your life”

“Tidak semua usaha menunjukkan hasil dengan segera, tetapi setiap langkah yang dilakukan dengan sabar dan konsisten akan membawamu lebih dekat kepada tujuan.”

~SEMANGAT SELALU, TERUS BERDO'A DAN BERUSAHA ~

DEDICATION

Unable to express everything in words, Allah is the only reason why I was able to finish this thesis. Thank You so much, Allah SWT, for giving me the strength, guidance, and blessings throughout this journey. There is no miracle except by Your will. In the name of Allah SWT and His Messenger, Prophet Muhammad SAW, I dedicate this thesis to:

- ❖ My beloved parents, my mother and father, who always support me in every condition and strengthen me whenever I want to give up. Thank you for your endless love, prayers, sacrifices, and support. I always want to make you proud. This thesis is dedicated to both of you.
- ❖ Myself, who has struggled, survived, and kept going until reaching this page. I am truly proud of myself for being able to come this point
- ❖ My beloved sibling and my special support system, thank you for the support, laughter, and encouragement during this journey.
- ❖ Mrs. Dr. Leffi Noviyenti, M.Pd., as my first advisor, who has patiently provided guidance, valuable suggestions, corrections, and support throughout the process of writing this thesis.
- ❖ Mrs. Jumatul Hidayah, M.Pd., as my second advisor, who has given guidance, motivation, and valuable advice in completing this thesis.
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Alhamdulillah Rabbil 'Alamiin, all praises be to Allah SWT, the Almighty, for His abundant mercy, guidance, and blessings, so that the writer was finally able to complete this thesis. Shalawat and salam are always delivered to Prophet Muhammad SAW, his family, and his companions, who have guided us from the darkness into the era full of knowledge.

This thesis was written in partial fulfillment of the requirements for obtaining a Bachelor's Degree (S1) at the Faculty of Tarbiyah and Teacher Training, English Education Study Program, State Islamic Institute (IAIN) Curup. In completing this thesis, the writer received many valuable suggestions, guidance, support, and motivation from many people. Therefore, on this occasion, the writer would like to express sincere gratitude to:

1. Prof. Dr. Idi Warsah, M.Pd.I., as the Rector of IAIN Curup, for his support and permission in conducting this research.
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4. Mrs. Delfiani Anggias Putri, S.Si., M.Si., as the Secretary of the English Education Study Program at IAIN Curup.

5. Mrs. Dr. Leffi Noviyenti, M.Pd., as my first advisor, who has patiently provided guidance, valuable suggestions, corrections, and support throughout the process of writing this thesis.
6. Mrs. Jumatul Hidayah, M.Pd., as my second advisor, who has given guidance, motivation, and valuable advice in completing this thesis.
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8. My beloved parents, and who always provide endless love, support, prayers, and encouragement in motivating the writer to complete this thesis.
9. Thank you to all participants who willingly participated in this study. I am truly grateful for your time, experiences, and valuable insights.

Finally, the writer realizes that this thesis is still far from perfect. Therefore, constructive suggestions and criticism are highly expected for the improvement of this thesis. The writer also realizes that it is impossible to repay all the kindness, support, and help that have been given. May Allah SWT always bless and protect all those who have supported the writer throughout this journey. Finally, the writer hopes that this thesis will be useful for all readers. Aamiin.

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ABSTRACT

Laras Ariani : **Students' Attitudes Toward Using Kahoot! And Blooket As Formative Assessment Tools In The Instructional Planning Course**
Advisor : **Dr. Leffi Noviyenti, M.Pd**
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The rapid development of digital technology has encouraged the integration of gamification in education to create more interactive and engaging learning environments. Among various gamification platforms, Kahoot! and Blooket have been widely used as formative assessment tools. However, their implementation in theoretical courses remains relatively underexplored. Guided by the Theory of Planned Behavior (TPB), this study aimed to explore students' attitudes toward using Kahoot! and Blooket as formative assessment tools in the Instructional Planning course, focusing on attitude, subjective norm, and perceived behavioral control. This study employed a qualitative case study approach involving nine students selected through purposive sampling from the English Tadris Study Program at IAIN Curup. Data were collected through semi-structured interviews and analyzed using Miles and Huberman's interactive model, including data collection, data reduction, data display, and conclusion drawing/verification. The trustworthiness of the data was established through source triangulation and member checking. The findings, analyzed using the indicators of the Theory of Planned Behavior (attitude, subjective norm, and perceived behavioral control), revealed that students generally showed positive attitudes toward the use of Kahoot! and Blooket as formative assessment tools. Kahoot! was perceived as enhancing engagement, competition, and learning motivation, while Blooket supported understanding, reflection, and content retention. In addition, students' perceptions were influenced by subjective norms, particularly encouragement from lecturers and peers. Students also reported that ease of use, accessibility, and familiarity with technology contributed to their perceived behavioral control when using both platforms. Overall, Kahoot! and Blooket played complementary roles in supporting students' learning experiences and were positively perceived as formative assessment tools in the Instructional Planning course.

Keywords: Students' Attitudes, Theory of Planned Behavior, Kahoot!, Blooket, and Formative Assessment

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CHAPTER I

INTRODUCTION

A. Background of The Research

In the era of digitalization, education has embraced various innovations to create more interactive and engaging learning environments. One notable innovation is gamification, the application of game elements such as points, challenges, and leaderboards in non-gaming contexts to enhance motivation and learning outcomes.¹ This approach supports Sustainable Development Goal (SDG) 4 set by the United Nations, which aims to ensure inclusive and quality education for all. In higher education, gamification helps sustain student interest, especially when dealing with complex or abstract material. In Indonesia, according to Refo, the use of technology in education reached 75% in 2021–2022. This high adoption rate highlights the importance of utilizing digital tools, such as gamification, more innovatively to keep students motivated.²

However, most existing research on gamification has predominantly focused on skill-based and practice-oriented English courses, such as speaking, vocabulary, and grammar, where game elements naturally align with interactive and repetitive learning activities. For instance, Mustagis et al. highlighted how Kahoot! was successfully implemented in junior high school vocabulary classes, making learning more enjoyable and resulting in significant improvements in students' test

¹ Minna Maarit Jaskari and Henna Syrjälä, "A Mixed-Methods Study of Marketing Students' Game-Playing Motivations and Gamification Elements," *Journal of Marketing Education* 45, no. 1 (2023): 38–54, <https://doi.org/10.1177/02734753221083220>.

² Carolina Magdalena Lasambau et al., "Gamification Adoption in Higher Education : TechFit Acceptance Model," *Media Komunikasi FPIPS* 24, no. 1 (2025): 32–45.

scores and motivation.³ Similarly, Sartika et al. demonstrated that Blooket effectively supports vocabulary learning by transforming memorization into fun and competitive games.⁴ These examples indicate that gamification is particularly effective in learning contexts that require frequent practice and provide immediate feedback. Despite these promising findings, most previous studies have primarily examined the effectiveness of gamification in improving learning outcomes, motivation, and engagement in practice-oriented courses. Comparatively little attention has been given to students' attitudes toward gamified formative assessment, particularly in theoretical courses at the higher education level. Furthermore, studies that specifically explore and compare students' experiences with both Kahoot! and Blooket within the same instructional context remain relatively limited in Indonesian higher education contexts, particularly in theoretical courses.

This gap is particularly important because theoretical courses such as Instructional Planning require students to grasp abstract concepts, design frameworks, and analyze planning processes tasks that are often delivered through traditional lectures or readings. Without the support of interactive strategies, these courses frequently face difficulties in maintaining students' attention and motivation.

³ R. Muhammad Satria Gyas Mustagis et al., "Benefits of Kahoot in Improving 7th Grade Junior Highschool English Vocabulary: Classroom Action Research in SMP Hamong Putera Ngaglik," *English Education and Literature Journal (E-Jou)* 4, no. 02 (2024): 69–78, <https://doi.org/10.53863/ejou.v4i02.1014>.

⁴ Kiki Dwi Sartika, Dwi Fita Heriyawati, and Sonny Elfianto, "The Use of Blooket: A Study of Student's Perception Enhancing English Vocabulary Mastery," *ENGLISH FRANCA : Academic Journal of English Language and Education* 7, no. 2 (2023): 357, <https://doi.org/10.29240/ef.v7i2.7406>.

There are various gamification platforms widely used in education, such as Quizizz, Socrative, and Mentimeter, but Kahoot! and Blooket stand out for their distinctive features and proven impact on student learning. Kahoot! is recognized for its live technique format, real-time competition, and instant leaderboards, which foster classroom interaction and active engagement. Previous research has consistently reported positive outcomes in areas such as learning performance monitoring, user familiarity, ease of use, active learning, student attitudes, and formative assessment, with average ratings above 3.5 on a 4-point scale (Kalleney; Cortes Perez et al.).⁵ Meanwhile, Blooket offers a wider variety of game modes, including Tower Defense, Gold Quest, and Battle Royale, creating a game-like atmosphere that strongly appeals to students. Its interactive, competitive, and feedback rich design has been shown to significantly increase student motivation and enjoyment compared to traditional methods (Erlangga; Quyen & Nguyen).⁶ Given these advantages, Kahoot! and Blooket are considered highly relevant tools for formative assessment because they support active learning and student-centered instruction. Therefore, examining students' attitudes toward these two platforms is

⁵ Nagwa Kalleney, "Advantages of Kahoot! Game-Based Formative Assessments along with Methods of Its Use and Application during the COVID-19 Pandemic in Various Live Learning Sessions," *Journal of Microscopy and Ultrastructure* 8, no. 4 (2020): 175–85, https://doi.org/10.4103/JMAU.JMAU_61_20. ; Inmaculada Cortés-Pérez, M. T. Fernández-Peña, M. A. García-Carmona, and E. M. Carrillo-Álvarez, "Kahoot! and Reward Cards Improve Motivation, Retention of Lecture Contents and Satisfaction in Physiotherapy Students," *BMC Medical Education* 23 (2023): 338, <https://doi.org/10.1186/s12909-023-04297-w>

⁶ Prayoga Eka Krisna Erlangga, "The Using Blooket Web as a Teaching Medium on Students' Motivation to Learn English as a Second Language," *Journal of Technology, Education & Teaching (J-Tech)* 2, no. 1 (2025): 152–57, <https://doi.org/10.62734/jtech.v2i1.460>. ; Cao Thi Quyen and Hoang Chi Nguyen, "Perceptions and Dominant Factors of Blooket as a Game-Based Learning Tool among Vietnamese Non-English Majored Students," *Dinamika Ilmu* 25, no. 1 (2025): 123–144.

an important step to better understand how gamification can be effectively integrated to improve engagement and learning outcomes.

Although previous studies generally reported positive impacts of gamified learning platforms, students may experience and respond to these technologies differently. Some students enjoy competitive and time limited activities because they increase excitement and motivation, while others prefer more flexible and less pressured learning environments. These differences suggest that students' attitudes toward gamified formative assessment are diverse and complex, highlighting the need for a deeper exploration of how students perceive and experience the use of Kahoot! and Blooket in the Instructional Planning course.

At Institut Agama Islam Negeri (IAIN) Curup, the Instructional Planning course is primarily theoretical, covering complex topics such as curriculum types, syllabus design, and lesson planning frameworks. Due to the abstract nature of the material, many students often lose focus and become passive during lectures. To address this, the course lecturer drawing from his experience using Kahoot! and Blooket during his master's studies in Solo decided to implement both platforms as formative assessment tools in the same course. This implementation took place in the previous semester (September to December 2024), when the students were in their fifth semester. Students participated in gamification based quizzes at the end of each topic, which contributed 10% to their final grade. Several students appeared to be more motivated to understand the material and more engaged due to the competitive element, especially because podium scores were shown in front of the class. Although students were still adapting to these tools, their responses reflected

growing interest and active participation. This local classroom experience illustrates the relevance of exploring student attitudes toward gamification in theoretical course settings.

To obtain an initial understanding of this phenomenon, the researcher conducted preliminary interviews with five students who had experienced the use of Kahoot! and Blooket in the Instructional Planning course. The preliminary findings revealed that students generally perceived both platforms positively because they made assessment activities more interactive, enjoyable, and motivating. However, students also expressed different preferences regarding the features of each platform, indicating that their attitudes toward Kahoot! and Blooket may vary depending on their learning experiences and perceptions.⁷

Some students stated that Kahoot! motivated them to answer questions quickly and created an exciting competitive atmosphere through its leaderboard feature. In contrast, other students preferred Blooket because its game modes were more flexible and less stressful, allowing them to answer questions at their own pace while still enjoying the learning process. These preliminary findings indicate that students hold different perceptions and preferences toward both platforms. Such variations suggest that students' attitudes toward gamified formative assessment are diverse and complex, highlighting the need for a deeper exploration of how students perceive and experience the use of Kahoot! and Blooket in the Instructional Planning course.

⁷ Interview Result With Five Sixth Semester Students of TBI IAIN Curu, Conducted on 12-13 March 2025

This local classroom experience aligns with findings from other educational contexts, where gamification has been shown to improve student engagement and learning outcomes. For instance, Rivera and Garden found that gamification enhances student engagement by promoting interactive learning experiences in higher education.⁸ Similarly, Maraza Quispe et al. reported that the use of Kahoot and Quizizz improved students' understanding and supported the feedback process in learning.⁹ Likewise, Sartika et al. reported that Blooket increased junior high school students' motivation and engagement in learning English vocabulary.¹⁰ These findings consistently indicate the effectiveness of gamification in enhancing student motivation and engagement at different educational levels.

Nevertheless, evidence regarding students' attitudes toward the use of Kahoot! and Blooket in theoretical courses at the higher education level remains limited. Therefore, investigating students' attitudes in this context is important to understand how gamified formative assessment can support learning in theoretical and concept based courses.

Although both platforms follow similar gamification principles, their differing features and interaction modes may influence student attitudes in distinct ways when used as formative assessment tools. Understanding these attitudes is

⁸ Errol Scott Rivera and Claire Louise Palmer Garden, "Gamification for Student Engagement: A Framework," *Journal of Further and Higher Education* 45, no. 7 (2021): 999–1012, <https://doi.org/10.1080/0309877X.2021.1875201>.

⁹ Benjamín Maraza-Quispe et al., "Impact of the Use of Gamified Online Tools: A Study with Kahoot and Quizizz in the Educational Context," *International Journal of Information and Education Technology* 14, no. 1 (2024): 132–40, <https://doi.org/10.18178/ijiet.2024.14.1.2033>.

¹⁰ Sartika, Heriyawati, and Elfianto, "The Use of Blooket: A Study of Student's Perception Enhancing English Vocabulary Mastery."

essential to evaluate how effectively each platform supports learning in theoretical courses like Instructional Planning.

Therefore, this study aims to compare the two gamified platforms by exploring students' attitudes toward the use of Kahoot! and Blooket as formative assessment tools in the Instructional Planning course at TBI IAIN Curup. The findings are expected to provide practical insights for optimizing the use of gamification in theoretical courses, helping to foster more interactive and engaging learning environments even when dealing with abstract and complex material. Based on this focus, the study is entitled **"Students' Attitudes Toward Using Kahoot! and Blooket as Formative Assessment Tools in the Instructional Planning Course."**

B. Research Questions

This research aims to explore students' behavior after using Kahoot! And Blooket in the Instructional Planning Course. Referring to the Theory of Planned Behavior by Ajzen. Therefore, the research questions are as follows:

1. How do students perceive their attitude toward using Kahoot! and Blooket as formative assessment tools in the Instructional Planning course?
2. How do students perceive the influence of subjective norms when using Kahoot! And Blooket as formative assessment tools in the Instructional Planning course?

3. How do students perceive their behavioral control when using Kahoot! And Blooket as formative assessment tools in the Instructional Planning course?

C. The Objective of The Research

Based on the research questions above, the objectives of the research are to :

1. To identify students' attitudes toward using Kahoot! and Blooket as formative assessment tools in the Instructional Planning course.
2. To identify the influence of subjective norms on students' views when using Kahoot! and Blooket as formative assessment tools in the Instructional Planning course.
3. To explore students' perceived behavioral control in using Kahoot! and Blooket as formative assessment tools in the Instructional Planning course.

D. Significance of the Research

The significance of the research was classified into two categories, those are :

1. Theoritically

Theoretically, This study contributes to the understanding of the Theory of Planned Behavior by exploring students' attitudes, subjective norms, and perceived behavioral control regarding the use of Kahoot! and blooket as formative assessment tools.

2. Practically

- a. For lecturers, The research may help lecturers understand students' attitudes of Kahoot! and blooket and provide insights into the implementation of gamified formative assessment in classroom activities.
- b. For the researcher, this study was useful in deepening her understanding about how to implement gamification for formative assessment using Kahoot! and Blooket.
- c. For future researchers, this study may serve as a reference for future researchers who are interested in gamification, formative assessment, or the Theory of Planned Behavior in educational contexts.

E. Delimitation of This Study

This study is limited to the use of Kahoot! and blooket as formative assessment tools in the Instructional planning course. The participants were students in the English Studies Program (TBI), Class of 2022, selected through purposive sampling. This study also focuses on students' perceptions based on the Theory of Planned Behavior and does not address other factors such as instructors' teaching methods or students' individual characteristics.

F. Definition of Key Terms

a. Formative assessment

Formative assessment is an assessment that is conducted during the learning process to understand the progress of students in understanding the material of Instructional Planning that use gamification platforms are Kahoot! and Blooket.

b. Student Attitudes

Student Attitude refers to students' evaluations and perceptions of Kahoot! and blooket, including their views on the usefulness, effectiveness, and learning benefits of these platforms as formative assessment tools.

c. Kahoot

Kahoot is a gamification based digital quiz platform used as a formative assessment tool to measure student understanding based on speed and accuracy in answering questions in real time.

d. Blooket

Blooket is a gamification based digital quiz platform as a formative assessment tools by focusing on students' consistency in answering repeated questions.

CHAPTER II

LITERATURE REVIEW

This chapter presents several theoretical perspectives that form the basis of this study, including those related to gamification, formative assessment, student motivation and engagement, and students' attitudes toward the use of technology for formative assessment. Among these perspectives, Ajzen's Theory of Planned Behavior serves as the main framework guiding this study, as it explains how students' attitudes influence their behavioral intentions in using technologies such as Kahoot! and Blooket. The following section discusses the concept of gamification and its relevance to educational contexts.

A. Review of Related Theories

1. Gamification, Motivation, and Engagement

a. Definition of Gamification

Based on Werbach dan Hunter Gamification can be defined as the application of game elements and game design principles such as points or challenges to make people more interested and motivated in activities that are not originally games.¹¹ can be understood that gamification is not about creating a game overall, but rather using some elements of a game, such as a point system or leaderboard, in an activity such as learnig. In other words, gamification is a strategy

¹¹ Kevin Werbach and Dan Hunter, *For the Win: How Game Thinking Can Revolutionize Your Business* (Philadelphia: Wharton Digital Press, 2012).

that contributes game techniques to be applied in contexts that are not actually classroom games.

After understanding the gamification from Werbach and Hunter, another similar perspective comes from Landers. He explains that gamification involves using game attributes outside of the game context not to create a new game, but to enrich an existing process such as classroom learning activities with characteristics captured from games.¹² In educational settings, the purpose of gamification is to influence student behavior in ways that support learning. This includes fostering strategic behaviors such as self reflection and active participation. Rather than directly changing learning outcomes, gamification works by motivating students to be more engaged, focused, and persistent, which in turn enhances their ability to absorb and apply knowledge.

b. The Difference Between Gamification and Game Based Learning

In the development of learning innovations, Game-Based Learning (GBL) and Gamification approaches are often used to increase student motivation and engagement. According to Hou, GBL focuses on designing educational games that are specifically created so that learning objectives can be achieved through a complete play experience. That is, the game in GBL serves as both a medium and a source of learning content, so gameplay becomes the main core of learning activities. In contrast, gamification emphasizes the application of game elements, such as points, badges, challenges, and leaderboards, into learning activities that are

¹² Richard N. Landers, “Developing a Theory of Gamified Learning: Linking Serious Games and Gamification of Learning,” *Simulation and Gaming* 45, no. 6 (2014): 752–68, <https://doi.org/10.1177/1046878114563660>.

not games, with the main purpose of increasing student motivation, participation, or learning behavior.¹³

This explanation is in line with the theory developed by Landers who differentiated GBL and gamification in terms of the process and application of game attributes. In serious games, all game attributes are thoroughly integrated to deliver learning materials directly to learners. This learning model uses an input process output cycle, where the game acts as an instructor through its educational content. In contrast, gamification simply takes certain attributes of games and applies them to non-game activities. These elements aim to influence learners' behavior or attitude, such as increasing engagement or interest in learning, which is then expected to moderate or mediate the effectiveness of existing learning content. Therefore, the role of gamification is to support or strengthen learning instruction rather than replace it.¹⁴

The difference between GBL and gamification can also be seen in their practical implementation in educational settings. For example, students may learn by playing an educational game in which they must complete levels, solve learning related challenges, and progress through the game in order to understand the material. As an example of gamification, students first learn through conventional classroom instruction, then participate in activities that utilize platforms such as

¹³ Special Issue Reprint and Huei Tse Hou, *Game-Based Learning and Gamification for Education*, *Game-Based Learning and Gamification for Education*, 2023, <https://doi.org/10.3390/books978-3-0365-7515-5>.

¹⁴ Landers, "Developing a Theory of Gamified Learning: Linking Serious Games and Gamification of Learning."

Kahoot! or Blooket, where game elements are incorporated to increase engagement and motivation.

c. Gamification Elements Relevant to Motivation

According to Werbach and Hunter, gamification elements can be divided into two main types: surface elements and deep elements. Surface elements are visible game features such as points, badges, and leaderboards that provide rewards and encourage competition among learners. Meanwhile, deep elements refer to more complex game mechanics, including challenges, competition, feedback, and other interactive experiences that foster emotional and psychological engagement.¹⁵ In the context of Kahoot! and Blooket, both types of elements are incorporated through features such as points, leaderboards, challenges, competition, and immediate feedback, which help create a more engaging learning environment and enhance students' motivation to participate in formative assessment activities

d. Student Engagement and Motivation in Learning

Student engagement is the extent to which students are actively, attentively, and genuinely involved in the learning process, both in terms of thoughts, feelings, and behavior. This engagement reflects the participation of students who are not only physically present in class, but also show interest, concentration, and effort in understanding the subject matter.¹⁶ In the modern learning context, gamification has evolved into an effective strategy to increase student engagement. Through the

¹⁵ Werbach and Hunter, *For the Win: How Game Thinking Can Revolutionize Your Business*.

¹⁶ Jennifer A. Fredricks, Phyllis C. Blumenfeld, and Alison H. Paris, "School Engagement: Potential of the Concept, State of the Evidence," *Review of Educational Research* 74, no. 1 (2004): 59–109, <https://doi.org/10.3102/00346543074001059>.

integration of game elements such as points, badges, leaderboards and challenges. Smirani and Yamani note that the use of these elements can significantly increase student engagement in online learning.¹⁷ In addition to creating an interactive and competitive learning atmosphere, gamification also enhance students' motivation through the sense of fun and challenge it offers.¹⁸ Therefore, platforms such as Kahoot! and Blooket function not only as assessment tools but also as media that promote student engagement and focus during learning activities.

Learning motivation is the drive from within students to actively participate in the learning process, understand the material, and achieve learning goals. Highly motivated students usually show perseverance, curiosity, and enthusiasm in learning, even when facing difficulties. The Self-Determination Theory (SDT) developed by Deci and Ryan distinguishes between intrinsic motivation, which is driven by personal interest and satisfaction, and extrinsic motivation, which arises from external rewards or pressures.¹⁹ Several studies have shown that gamification can influence both types of motivation through elements such as points, incentives, competitive challenges, and reward systems. Smirani and Yamani found that these elements increased students' motivation while making learning activities more

¹⁷ Lassaad Smirani and Hanaa Yamani, "Analysing the Impact of Gamification Techniques on Enhancing Learner Engagement, Motivation, and Knowledge Retention: A Structural Equation Modelling Approach," *Electronic Journal of E-Learning* 22, no. 9 (2024): 111–24, <https://doi.org/10.34190/ejel.22.9.3563>.

¹⁸ Benjamín Maraza-Quispe et al., "Impact of the Use of Gamified Online Tools: A Study with Kahoot! and Quizizz in the Educational Context," *International Journal of Information and Education Technology* 14, no. 1 (2024): 132–40, <https://doi.org/10.18178/ijiet.2024.14.1.2033>.

¹⁹ Frank Martela, *Self-Determination Theory, The Wiley Encyclopedia of Personality and Individual Differences*, 2020, <https://doi.org/10.1002/9781118970843.ch61>.

enjoyable and engaging.²⁰ In this context, platforms such as Kahoot! and Blooket provide features that support both intrinsic and extrinsic motivation, encouraging students to remain active in learning activities.

As discussed earlier, motivation and engagement are essential factors shaping students' attitudes toward gamification based learning, particularly when applied as a formative assessment strategy in theoretical courses such as Instructional Planning. Understanding how game elements foster active participation and stimulate both intrinsic and extrinsic motivation provides a conceptual basis for this study to explore how platforms like Kahoot! and Blooket influence students' attitudes and contribute to more effective formative assessment practices.

2. Formative Assessment in Instructional Planning

a. The definition of Formative Assessment

According to the Organisation for Economic Co-operation and Development (OECD) through the Centre for Educational Research and Innovation (CERI), assessment is an important process in education that not only has a function to measure learning outcomes, but also to improve the quality of the learning process itself.²¹ One type of assessment that has an important role in supporting the learning process is formative assessment. Formative assessment is the process of gathering information during learning that only becomes meaningful if it is used to

²⁰ Smirani and Yamani, "Analysing the Impact of Gamification Techniques on Enhancing Learner Engagement, Motivation, and Knowledge Retention: A Structural Equation Modelling Approach."

²¹ OECD (atau Organisation for Economic Co-operation and Development), *Formative Assessment: Improving Learning in Secondary Classrooms* (Paris: OECD Publishing, 2005).

improve teaching and learning. Its formative value does not depend on the assessment tool itself, but on how the feedback is used to adjust teaching strategies, understand students' level of understanding, and encourage student engagement in the learning process. Through this process, formative assessment serves a specific purpose and provides a variety of benefits that directly support the effectiveness of the learning experience.

Based on this foundation, Colby-Kelly and Turner describe formative assessment as an ongoing process of collecting and interpreting evidence of student learning to identify what students know, detect gaps, and guide instructional decisions. The ultimate goal is to inform instruction, close learning gaps, and actively engage students in the learning process, ultimately fostering motivation and better academic outcomes.²² This perspective highlights that formative assessment is not just about testing scores, but about using ongoing feedback to shape the way teachers teach and the way students learn. By continuously pointing out students' strengths and weaknesses, teachers can adjust their strategies while students become more responsible for their own progress, making the learning experience more effective and meaningful.

b. Characteristics of Effective Formative Assessment

Based on Cozi et al, several key characteristics of effective formative assessment can be identified. First, formative assessment must enable lecturers to monitor students' progress continuously, which is its fundamental feature. Second,

²² Colby-Kelly and Turner ; Cizek, as cited in Ahmet Çekiç and Arif Bakla, "A Review of Digital Formative Assessment Tools :," *International Online Journal of Education and Teaching (IOJET)* 8, no. 3 (2021): 1459–86.

it should encourage active interaction and daily communication between teachers and students, creating an open learning atmosphere.²³ Another important point is the potential of digital tools to provide students with continuous feedback and immediate self-assessment results that help them plan and regulate their own learning more effectively. Although not all students may fully use this advantage, it remains a significant strength of digital formative assessment. Finally, formative assessment can also help reduce students' anxiety levels by giving them opportunities to practice and reflect before the final evaluation. This shows that effective formative assessment does not only measure learning, but also supports students psychologically and motivates them to engage more deeply in their learning process.

c. Integration of technology in formative assessment

1. The importance of technology integration in formative assessment

Based on recent research conducted by Luthfiyyah et al, the integration of technology into formative assessment is increasingly recognized as essential in 21st-century learning. Digital platforms such as online quizzes help teachers collect real time data, provide automated feedback, and quickly adjust instructional strategies to meet students' needs.²⁴ This support enables teachers to focus more on meaningful interaction rather than spending time on manual checking and grading

²³ Sandra Cosi et al., "Formative Assessment at University Using Digital Technology Tools," *Profesorado* 24, no. 1 (2020): 164–83, <https://doi.org/10.30827/profesorado.v24i1.9314>.

²⁴ Roghibatul Luthfiyyah, Aisyah Aisyah, and Gunadi Harry Sulistyo, "Technology-Enhanced Formative Assessment in Higher Education: A Voice from Indonesian EFL Teachers," *EduLite: Journal of English Education, Literature and Culture* 6, no. 1 (2021): 42, <https://doi.org/10.30659/e.6.1.42-54>.

while allowing students to receive timely feedback and continuous support throughout the learning process.

Furthermore, technology integration not only improves assessment efficiency but also enhances student engagement. According to Nkomo et al, the strategic integration of digital technologies in the classroom significantly enhances student engagement across behavioral, cognitive, and emotional dimensions. Tools such as online quizzes, audience response systems and collaborative platforms have been shown to increase interactivity by encouraging students to actively participate, reflect and consistently stay engaged in learning activities.²⁵ By promoting behavioral, cognitive, and emotional engagement, these technologies create a more interactive and meaningful learning environment.

Building on these perspectives, gamification further strengthens digital formative assessment by incorporating interactive elements such as points, leaderboards, challenges, rewards, and immediate feedback. Kaya Capocci et al, emphasized that the effectiveness of digital formative assessment depends on how these technologies are meaningfully integrated into classroom instruction.²⁶ Similarly, Cognitive Load Theory suggests that interactive and well structured learning environments help students focus on essential information.²⁷ while Garden and Rivera argued that gamified formative assessment is most effective when game

²⁵ Larian M Nkomo, Ben K Daniel, and Russell J Butson, "Synthesis of Student Engagement with Digital Technologies: A Systematic Review of the Literature," *International Journal of Educational Technology in Higher Education* 18, no. 1 (2021): 34, <https://doi.org/10.1186/s41239-021-00270-1>.

²⁶ Sila Kaya-Capocci, Michael O'Leary, and Eamon Costello, "Towards a Framework to Support the Implementation of Digital Formative Assessment in Higher Education," *Education Sciences* 12, no. 11 (2022), <https://doi.org/10.3390/educsci12110823>.

²⁷ John Sweller, Paul Ayres, and Slava Kalyuga, *Cognitive Load Theory, Recent Progress in Medicine*, vol. 82, 2011.

elements are aligned with learning objectives to enhance students' engagement and attitudes.²⁸ In this study, Kahoot! and Blooket represent practical examples of gamified formative assessment that support more engaging and student-centered learning experiences.

3. Implementation of Gamification in Formative Assessment on the Instructional Planning Course

The implementation of formative assessment in the Instructional Planning course should be understood as part of the overall teaching and learning process. Therefore, before discussing the use of digital formative assessment tools, it is important to understand the teaching methodology that underlies classroom instruction. Teaching methodology refers to the principles and procedures used to organize and implement classroom instruction in order to achieve instructional objectives. It encompasses decisions regarding how learning content is presented, how classroom activities are organized, and how appropriate teaching methods are selected to facilitate students' learning. As Richards states, decisions about how best to teach the contents of a syllabus belong to the field of methodology.²⁹ Accordingly, an effective teaching methodology provides a systematic framework that guides classroom instruction and supports students in achieving the intended learning outcomes.

Within this teaching and learning process, both teachers and students play essential roles in achieving the intended learning outcomes. Rather than serving

²⁸ Rivera and Garden, "Gamification for Student Engagement: A Framework."

²⁹ Jack C Richard, *Communicative Language Teaching Today*, Cambridge University Press, 2006,

solely as knowledge transmitters, teachers are expected to plan instruction, facilitate learning, monitor students' progress, and create meaningful learning opportunities that encourage active participation.³⁰ At the same time, students are expected to participate actively in classroom activities, collaborate with their peers, take responsibility for their own learning, and engage in meaningful interaction throughout the learning process.³¹ The interaction between teachers and students is therefore fundamental to creating an effective learning environment in which instructional objectives can be successfully achieved.

To ensure that these instructional objectives are achieved, teachers need to continuously monitor students' learning throughout the teaching and learning process. One important way to accomplish this is through formative assessment, which provides ongoing information about students' understanding and learning progress.³² Rather than being conducted only at the end of instruction, formative assessment is an integral part of teaching and learning that supports classroom interaction and provides evidence to guide both teaching and learning. Through continuous feedback, teachers can identify students' strengths and learning difficulties, while students can reflect on their understanding and make improvements during the learning process. Therefore, formative assessment serves not only as a tool for measuring learning outcomes but also as a means of improving the quality of instruction and supporting students' learning progress.³³

³⁰ Ibid.

³¹ Ibid.

³² Paul Black and Dylan Wiliam, "Inside the Black Box: Raising Standards through Classroom Assessment," *Phi Delta Kappan* 92, no. 1 (2010): 81–90.

³³ Ibid.

In recent years, the implementation of formative assessment has been increasingly supported by digital technologies, enabling teachers to monitor students' learning more efficiently and provide immediate feedback through interactive digital platforms. In the context of Instructional Planning classes, the integration of gamification through the Kahoot! and Blooket platforms has been utilized as part of the formative assessment strategy. Based on interviews with course lecturers, the use of Kahoot! is intended to measure students' speed and accuracy in understanding the material, as the format requires quick responses to multiple-choice questions. Meanwhile, Blooket is used to evaluate consistency of understanding, as its features allow questions to appear repeatedly. The implementation of these two platforms shows that gamification not only adds an element of fun to learning, but also allows formative assessment to be carried out in a more varied manner, adapted to the cognitive dimensions to be achieved.

Furthermore, the results of this assessment are used by lecturers as a basis for designing subsequent learning strategies. Evaluation of student responses through the platform helps lecturers to identify material that needs to be strengthened, either through direct written exercises or through repetition of material in the form of quizzes at the next meeting. Thus, gamification serves not only as an evaluation tool, but also as a means to inform instructional decisions on an ongoing and meaningful basis.

In this context, understanding the characteristics of Kahoot! and Blooket is important to evaluate their suitability for formative assessment. Kahoot! emphasizes real time quizzes with leaderboards that encourage quick responses and classroom competition.³⁴ In contrast, Blooket provides a more flexible learning experience by allowing students to answer questions through various game modes at their own pace, creating a less pressured but equally engaging environment.³⁵

Both platforms also differ in their assessment features and motivational design. Kahoot! provides immediate performance summaries that support instant formative feedback and emphasizes real-time competition through leaderboards. In contrast, Blooket offers more flexible gameplay, additional progress tracking features, and a wider variety of game modes that create a more immersive learning experience. As highlighted by Erlangga features that support in-game progression can strengthen students' motivation by providing a sense of achievement and continuous engagement throughout the learning process.³⁶ Despite these differences, both Kahoot! and Blooket effectively support formative assessment by promoting active engagement and motivation in the Instructional Planning course.

4. Definition and Components of Attitude in the Context of Technology Acceptance

1. The Definition of Attitude

³⁴ Aditya Ahmad Fauzi et al., "Analisis Dan Perbandingan Media Interaktif Kahoot Dan Quizizz Dalam Kemudahan Pembelajaran," no. 1 (2025).

³⁵ Sartika, Heriyawati, and Elfianto, "The Use of Blooket: A Study of Student's Perception Enhancing English Vocabulary Mastery."

³⁶ Erlangga, "The Using Blooket Web as a Teaching Medium on Students' Motivation to Learn English as a Second Language."

Attitude can generally be understood as an individual's evaluative judgment toward an object, person, or issue, which may be positive or negative. It reflects how individuals think, feel, and respond to particular phenomena in their environment. According to Eagly and Chaiken, attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor.³⁷ In the context of this study, students' attitudes refer to how they evaluate and respond to the use of digital learning tools such as Kahoot and Blooket during classroom instruction.

This aligns with Fazio's view, who defines attitude as an association in memory between an object and a summary evaluation of that object.³⁸ In other words, attitude represents how individuals mentally link certain objects or ideas with a positive or negative value based on their experiences. Petty and Cacioppo further describe attitude as a relatively enduring positive or negative feeling toward something, indicating that attitude is not momentary but tends to persist over time.³⁹ In the context of this research, students' attitudes toward the use of Kahoot and Blooket can be seen as the result of how they associate these tools with their previous learning experiences whether they perceive them as engaging, motivating, or supportive in the learning process.

Based on these perspectives, attitude can be understood as an individual's positive or negative evaluation toward an object, which is shaped by experiences and reflected through cognitive, affective, and behavioral responses. In this study,

³⁷ Gregory R. Maio; Geoffrey Haddock; Bas Verplanken, *The Psychology of Attitudes and Attitude Change* (SAGE Publications, 2018).

³⁸ Ibid

³⁹ Ibid

attitude refers to students' evaluations of Kahoot! and Blooket as formative assessment tools and serves as the basis for understanding their intention to use these platforms in learning activities.

2. Theory of Planned Behavior

The Theory of Planned Behavior (TPB) is a psychological framework introduced by Icek Ajzen as an extension of the Theory of Reasoned Action developed earlier by Fishbein and Ajzen. This theory emphasizes that human behavior is not only influenced by rational evaluations but also by motivational and control factors that shape an individual's decision to act. TPB explains that behavior can be predicted and understood through three key determinants: attitude toward the behavior, subjective norm, and perceived behavioral control. These factors together shape behavioral intention, which serves as the most immediate predictor of actual behavior. In educational contexts, TPB assumes that students make decisions based on their beliefs, perceived social expectations, and their sense of control, which in turn influence their willingness to adopt learning technologies or strategies such as Kahoot and Blooket in formative assessment.

Building upon this theoretical foundation the Theory of Planned Behavior model is structured around three primary constructs attitude, subjective norms, and perceived behavioral control that together form behavioral intention. Furthermore, intention together with perceived behavioral control will influence actual behavior. Therefore, overall the TPB framework has four main constructs (attitude, subjective norms, perceived behavioral control, and intention) and one outcome, namely behavior. Building on this understanding, the following section outlines the central

components of the TPB and their relevance to students' use of Kahoot and Blooket for formative assessment.

a. Attitude toward the behavior

Attitude toward the behavior refers to an individual's overall positive or negative evaluation of performing a particular action.⁴⁰ Within the TPB framework, this component plays a crucial role in shaping behavioral intention. When individuals believe that a behavior will produce favorable outcomes, they are more inclined to develop a positive attitude toward engaging in it. In the context of this study, students' attitudes toward using Kahoot and Blooket reflect their evaluation of these platforms in supporting the learning process. If students perceive these tools as enjoyable, effective, and useful for formative assessment, their attitudes are likely to be positive, which in turn strengthens their intention to use them in the classroom. Conversely, if the platforms are perceived as unhelpful or burdensome, negative attitudes may emerge, reducing their willingness to engage with them.

b. Subjective Norm

Subjective norm refers to an individual's perception of social pressure to perform or not to perform a particular behavior.⁴¹ This component emphasizes the role of expectations and opinions from significant others such as peers, teachers, or institutions in shaping behavioral intention. When individuals perceive that people around them expect or encourage them to engage in a certain behavior, they are more inclined to follow through with it. In the context of this study, subjective norm

⁴⁰ Icek Ajzen, "The Theory of Planned Behavior," *Organizational Behavior and Human Decision Processes* 50 (1991): 179–211.

⁴¹ Ajzen.

reflects how students perceive encouragement or support from their peers and lecturers to use Kahoot and Blooket during formative assessment activities. If students sense that these platforms are commonly used and valued in their learning environment, this perceived social pressure can strengthen their intention to use the tools as well.

c. Perceived Behavioral Control

Perceived behavioral control refers to an individual's perception of how easy or difficult it is to perform a certain behavior.⁴² This component reflects a person's sense of capability and control over carrying out the behavior. When individuals believe they have sufficient resources, skills, or opportunities, they are more inclined to feel confident in their ability to act, which can directly influence both their intention and actual behavior. In this study, perceived behavioral control relates to how students perceive the accessibility and usability of Kahoot and Blooket. If students feel that these platforms are easy to access, simple to navigate, and do not require complex technical skills, their sense of control will be stronger. As a result, their intention to use these tools during formative assessment activities is likely to increase, along with the likelihood of actual use.

d. Behavioral Intention

In the Theory of Planned Behavior, behavioral intention is considered the most immediate and significant predictor of actual behavior.⁴³ It reflects how much effort a person is willing to exert and how strongly they are committed to

⁴² Ajzen.

⁴³ Ajzen.

performing a specific action. The stronger the individual's intention, the more likely it is that the behavior will be carried out, provided that there are no significant obstacles. Within the scope of this research, students' behavioral intentions refer to their willingness and plans to use digital learning platforms such as Kahoot and Blooket during formative assessment activities. When students hold positive attitudes toward these platforms and perceive that they can use them effectively, their intention to engage with these tools in the learning process will tend to be higher. However, this study does not specifically examine students' behavioral intentions or actual behavior. Instead, the Theory of Planned Behavior is used as a theoretical lens to understand how students' attitudes, perceived social influences, and sense of control shape their evaluations of Kahoot! and Blooket in formative assessment activities.

In summary, the Theory of Planned Behavior provides a comprehensive framework for understanding how individual beliefs, social influences, and perceived control shape behavioral intention.⁴⁴ Within the context of this study, TPB helps explain how students' attitudes, perceived social expectations, and sense of control influence their willingness to use Kahoot and Blooket for formative assessment. Since the main objective of this research is to explore students' attitudes and intentions rather than their actual behavior, TPB serves as an appropriate theoretical foundation.

B. Review of Related Findings

⁴⁴ Ajzen.

One of the previous studies relevant to this research was conducted by Kalleney 2020, entitled “*Advantages of Kahoot! Game-based Formative Assessments along with Methods of Its Use and Application during the COVID-19 Pandemic in Various Live Learning Sessions.*” The study investigated the effectiveness of Kahoot! as a game-based formative assessment tool in Histology and Cell Biology laboratory sessions. The findings revealed a 100% engagement rate in most sessions, with an average satisfaction score of 24.25 out of 25, indicating strong positive student attitudes toward the platform. These results show that Kahoot! can enhance engagement and motivation in learning.⁴⁵

In comparison, the present research also focuses on Kahoot! as one of the gamification platforms but differs in several ways. First, Kalleney’s study was conducted in the field of medical education, whereas this study focuses on Instructional Planning courses for English Education students. Second, the previous research applied a quantitative approach, while the present study employs a qualitative approach using Miles and Huberman’s interactive model to explore students’ attitudes more deeply. Third, while Kalleney focused solely on Kahoot!, this study also integrates Blooket to examine students’ comparative attitudes toward both platforms.

Another relevant study was conducted by Cortes Perez et al.2023, which examined the impact of Kahoot! on learning retention, motivation, and student satisfaction. The results indicated that Kahoot! improved content retention by up to

⁴⁵ Kalleney, “Advantages of Kahoot! Game-Based Formative Assessments along with Methods of Its Use and Application during the COVID-19 Pandemic in Various Live Learning Sessions.”

20%, and over 90% of students reported satisfaction and increased motivation in learning. These findings highlight the influence of perceived usefulness and enjoyment on students' attitudes and behavioral intentions, which can be associated with the attitude toward behavior component of the Theory of Planned Behavior (TPB).⁴⁶ Compared to this study, the present research is different in both focus and method. While Cortes Perez emphasized measuring retention and satisfaction quantitatively, this research aims to explore students' underlying attitudes, experiences, and reasons through qualitative interviews. Furthermore, their study investigated Kahoot! in general course contexts, whereas this research examines its application in formative assessment for a specific subject, namely the Instructional Planning Course.

In addition, Quyen and Nguyen 2025 explored students' perceptions of Blooket in English language learning for non English majors. Their findings showed that classroom control ($M = 4.09$) and discussion of existing knowledge ($M = 4.00$) were the most influential factors in shaping engagement. Students preferred a blended learning approach using Blooket, indicating that contextual factors strongly influence the effectiveness of gamification tools. These findings can be interpreted through the lens of subjective norm and perceived behavioral control in TPB, as contextual and environmental factors appear to influence students' engagement and use of gamification tools.⁴⁷ In contrast, the present study focuses

⁴⁶ Irene Cortés-Pérez et al., "Study Based on Gamification of Tests through Kahoot!™ and Reward Game Cards as an Innovative Tool in Physiotherapy Students: A Preliminary Study," *Healthcare (Switzerland)* 11, no. 4 (2023), <https://doi.org/10.3390/healthcare11040578>.

⁴⁷ Chau Thuc Quyen and Nguyen Huu Chanh, "Perceptions and Dominant Factors of Blooket as a Game-Based Learning Tool among Vietnamese Non-English Majored Students," *Dinamika Ilmu* 25, no. 1 (2025): 123–44, <https://doi.org/10.21093/di.v25i1.10268>.

on English Education students, which allows the researcher to explore different learning contexts and how these factors shape students' attitudes toward Blooket in formative assessment activities. Additionally, Quyen and Nguyen used a mixed methods approach, while this study focuses on qualitative data to gain more in-depth insights.

A similar focus on Blooket was also found in Erlangga 2025, which showed that Blooket increases students' motivation through its interactivity, competitiveness, and instant feedback. These features make learning more enjoyable compared to traditional methods and encourage more active participation.⁴⁸ However, unlike Erlangga's study which centered on students' motivation using quantitative analysis, this research expands the perspective by exploring students' attitudes more holistically, covering not only motivational factors but also perceived control, peer influence, and behavioral intention in line with TPB.

In summary, previous studies consistently show that both Kahoot! and Blooket effectively increase engagement, motivation, and positive attitudes toward learning. However, these studies were mostly conducted in different disciplines, such as medical education and general language learning contexts, and have relied heavily on quantitative or mixed-method approaches. In contrast, this research applies a qualitative approach to gain a deeper understanding of students' attitudes, perceptions, and intentions toward these gamification platforms in the context of

⁴⁸ Erlangga, "The Using Blooket Web as a Teaching Medium on Students' Motivation to Learn English as a Second Language."

formative assessment for Instructional Planning courses. Therefore, there is still limited research that explores students' attitudes toward both Kahoot! and Blooket simultaneously through a qualitative perspective, particularly in the context of formative assessment in Instructional Planning courses for English Education students. This positions the present study as a complementary contribution that bridges existing findings with a new context and methodological perspective.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used qualitative methods because it allows researchers to understand phenomena naturally and contextually without manipulating variables. Qualitative research itself is rooted in certain assumptions and uses an interpretive or theoretical framework that guides researchers in studying issues related to the meaning given by individuals or groups to a social or humanitarian problem.⁴⁹ In line with this, the case study approach was chosen because the focus of the research was directed at a specific context, namely students from the English Education Study Program at IAIN Curup, enrolled in the 2022 cohort. In addition, case studies allow in-depth exploration of certain situations or groups, thus enabling a comprehensive understanding of the phenomenon under study in its natural setting.

B. Subject of the Research

The subjects of this research are students from the English Education Study Program (Tadris Bahasa Inggris), class of 2022 at IAIN Curup, who took the Instructional Planning course. These students participated in a series of formative assessments using Kahoot! and Blooket during the course. The study focuses on a selected group of these students whose performance data and experiences with both platforms served as the basis for the qualitative exploration.

⁴⁹ John W. Creswell and Cheryl N. Poth, *Qualitative Inquiry & Research Design : Choosing Among Five Approaches*, 4th ed. (Thousand Oaks, CA: SAGE Publication, 2018).

To identify potential participants, a performance based grouping was conducted using quiz score data from both platforms. This grouping aims to categorize students into three patterns: those who perform better on Kahoot!, those who perform better on Blooket, and those who show balanced results on both. The grouping is based on objective score recapitulations obtained from the Instructional Planning lecturer and serves as a reference for selecting diverse yet representative participants. From this grouping, a purposive sampling technique was then applied. The selection considered two criteria; First, participants must have attended all eight formative assessment sessions four using Kahoot! and four using Blooket and second, their quiz performance must show consistent results across sessions. These criteria ensure that participants' responses are grounded in stable learning experiences rather than random variations. The final number of participants consisted of nine students who met the predetermined criteria. The researcher determined that data saturation had been reached because the participants' responses became repetitive and no new themes emerged from subsequent interviews.

Purposive sampling is appropriate for this study because it allows the researcher to select information rich participants who can provide in depth insights into their attitudes regarding the use of kahoot! and blooket as formative assessment tools. This method aligns with the exploratory qualitative design, which aims to understand a phenomenon in depth rather than to generalize findings to a larger population.

C. Object of the Research

The object of this study is students' attitudes toward the use of Kahoot! and Blooket as formative assessment tools, particularly their perceptions and experiences regarding the features and game dynamics of both platforms during learning activities.

D. Technique of Collecting Data

This study used a qualitative approach, and the data were collected through interviews.

a. Interview

An interview is a communication process in which one person asks the questions and the other person gives the answers. In this study, the researcher used a semi-structured interview. In this type of semi structured interview, the interviewer prepares a list of predetermined questions or topics to be discussed, but gives the respondent the flexibility to answer openly and in depth. This type of interview allowed the researcher to maintain the focus of the discussion, while still being flexible in exploring more detailed or unexpected answers from the participants. Therefore, semi structured interviews are suitable for understanding the participant's point of view. In this study, the researcher conducted interviews with seventh semester students of the Tadris English Study Program (TBI) who have been predetermined as participants. Furthermore, the purpose of these interviews was to explore students' use of gamification, particularly the use of Kahoot and Blooket as formative assessment tools in instructional planning, in the learning process.

E. Instrument of the Research

Based on the techniques above, researchers will use appropriate instruments to collect data.

a. Interview Guidance

In this study, the researcher used an interview guideline as the main instrument for data collection. The guideline was developed based on the Theory of Planned Behavior (TPB), which serves as the theoretical foundation of the study. The interview guideline consists of several aspects and sub aspects that correspond to the three main components of TPB: attitude toward the behavior, subjective norms, and perceived behavioral control. Each aspect and sub aspect reflects specific dimensions of students' experiences and perceptions related to the use of Kahoot! and Blooket as formative assessment tools.

These aspects and sub aspects were then formulated into a series of open-ended interview items focusing on both platforms Kahoot! and Blooket to elicit detailed and meaningful responses from participants. To ensure the content validity and clarity of the instrument, the interview guideline was reviewed and validated through consultation with the research supervisor and experts in the field. The validated instrument assisted the researcher in obtaining accurate, in-depth, and comprehensive data to answer the research questions.

The following table presented the draft of the interview guideline, showing the relationship between aspects, sub aspects, and interview items for both Kahoot! and Blooket that were used in the data collection process.

Table 3.1 Interview Guidance for Exploring Students' Attitudes toward Using Kahoot and Blooket as Formative Assessment Tools in The Instructional Planning Course

Indicator	Sub-Indicator	Item Kahoot!	Item Blooket
I. Attitude Toward the Behavior (RQ1)	Perceived Usefulness	1. How do you feel about using Kahoot! in helping you understand the Instructional Planning material during class? 2. Compared to conventional formative assessments, what learning benefits do you experience when using Kahoot!? 3. In what ways does Kahoot! help you identify which parts of the material you have understood well and which parts you still find difficult?	1. How do you feel about using Blooket in helping you understand the Instructional Planning material during class? 2. Compared to conventional formative assessments, what learning benefits do you experience when using Blooket? 3. How does Blooket help you reflect on your learning progress during the Instructional Planning course?
	Enjoyment	4. How do you feel about the competitive atmosphere in Kahoot!, such as timers and leaderboards? 5. Do these features make the learning process more enjoyable or more stressful for you? Why? 6. Would you still enjoy participating in Kahoot! if there	4. How do you feel about game elements in Blooket, such as random events or point-stealing features? 5. Do these features make learning more enjoyable or do they sometimes distract you from the material? Why? 6. Do you participate in

Indicator	Sub-Indicator	Item Kahoot!	Item Blooket
		were no scores or rankings displayed?	Blooket mainly because it is fun, or because you want to achieve high scores? Why?
	Effectiveness	7. How effective is Kahoot! in helping you recall or reinforce Instructional Planning concepts? 8. How does the time limit affect your ability to think clearly and understand the questions? 9. Do you feel Kahoot! encourages quick guessing or thoughtful answering? Why?	7. How effective is Blooket in helping you reinforce or remember Instructional Planning course material? 8. How do the game mechanics (repetition, rewards, random events) affect your focus on the questions? 9. Do you feel Blooket allows deeper thinking compared to Kahoot!? Why?
II. Subjective Norm (RQ2)	Social influence	10. How do your classmates influence the way you participate in Kahoot! activities? 11. When classmates appear enthusiastic or achieve high scores, does it motivate you or make you feel pressured? 12. Does seeing others' performance affect how seriously you engage with the activity? Why?	10. How do your classmates influence your participation in Blooket activities? 11. Does peer performance in Blooket motivate you to learn more or focus more on competition? Why? 12. How do you feel when your results are compared with others at the end of the game?

Indicator	Sub-Indicator	Item Kahoot!	Item Blooket
	Perceived Expectation	13. Do you feel your lecturer expects you to answer Kahoot! questions correctly because the material has been explained? Why? 14. Do you feel pressure to perform well in Kahoot! to avoid being seen as unprepared or inattentive? Why? 15. Would your participation change if Kahoot! were not graded or emphasized by the lecturer?	13. Do you feel your lecturer expects serious participation when using Blooket in class? Why? 14. Does the scoring system make you feel evaluated even though it is a formative assessment? Why? 15. Would you engage differently if Blooket were presented as purely a learning game?
III. Perceived Behavioral Control (RQ3)	Self-Efficacy	16. How confident do you feel when answering questions in Kahoot!? 17. How does your confidence affect your focus and participation during the activity? 18. Do you feel your performance in Kahoot! reflects your understanding of the Instructional Planning material? Why?	16. How confident do you feel when answering questions in Blooket? 17. Does your confidence increase or decrease because of the game elements? Why? 18. Do you feel in control of your performance while using Blooket? Why?
	Ease of Use	19. How easy is it to understand instructions and answer questions in Kahoot!? 20. Does the simplicity or complexity of Kahoot! affect your	19. How easy is it to understand game rules and answer questions in Blooket? 20. Do the different game modes make Blooket

Indicator	Sub-Indicator	Item Kahoot!	Item Blooket
		willingness to participate actively? Why? 21. Does ease of use make you more willing to use Kahoot! again in future classes? Why?	easier or harder to use? Why? 21. Does ease of use affect your motivation to engage fully in the activity? Why?
	Technical Barrier	22. How do technical issues such as internet connection or system delays affect your comfort and confidence in Kahoot! quizzes? 23. Do technical problems make you less willing to participate or take the activity seriously? Why? 24. Would better technical support improve your engagement with Kahoot!?	22. How do technical issues affect your experience when using Blooket? 23. Do these issues reduce your focus or confidence during the activity? Why? 24. Would fewer technical problems increase your willingness to use Blooket in future classes?

F. Technique of Data Analysis

Data analysis is a process that was carried out by the researcher after the data has been collected and systematically processed to draw conclusions. In this study, data analysis used the interactive model by Miles and Huberman. This model emphasizes that data analysis is a continuous process that begins with data collection and continues until the conclusion stage. The analysis process followed four sequential stages in which the three main components are data reduction, data

display, and conclusion drawing/verification interact with the data collection phase. The stages are as follows:

a. Data Collection

At this stage, the researcher collected data through interviews with students who take the Instructional Planning course. The interview results were transcribed into text form. In addition, the researcher collected documents such as reports and student responses regarding the use of Kahoot and Blooket as formative assessment tools. The collected and prepared data became the basis for the subsequent analysis process.

b. Data Reduction

Data reduction was carried out by selecting, organizing, and simplifying the information obtained from interviews and documents. The researcher focused on statements that are relevant to the indicators of the Theory of Planned Behavior (TPB), including attitude, subjective norm, and perceived behavioral control. The interview data were categorized based on the predetermined indicators, such as usefulness, enjoyment, effectiveness, social influence, perceived expectation, self-efficacy, ease of use, and technical barriers. This stage helped organize the data into meaningful categories and identify dominant response patterns that are relevant to the research objectives.

c. Data Display

At this stage, the reduced data were organized and presented according to the indicators of the Theory of Planned Behavior (TPB). The findings were displayed in descriptive narratives showing the frequency and patterns of students'

responses toward Kahoot and Blooket. The researcher also included excerpts from interview data to support the identified patterns and provide a clearer description of students' perceptions toward the use of both platforms as formative assessment tools.

d. Verification / Conclusion Drawing

Verification or conclusion drawing was carried out by interpreting the meaning of the data to answer the research questions. The researcher drew conclusions about students' attitudes toward using Kahoot and Blooket as formative assessments. These conclusions were verified by cross checking them with interview and document data to ensure their consistency and credibility. interview data and documents to ensure that the findings are consistent and accountable.⁵⁰

The interactive model was chosen because it is particularly suitable for qualitative research, where the analysis process is iterative and integrated across all stages. By using this approach, the researcher ensured a systematic and in-depth understanding of how students' perceptions and attitudes are formed toward the use of digital media such as Kahoot and Blooket in the learning context.

G. Trustworthiness of Data

To ensure the trustworthiness of the data, the researcher employed member checking and peer feedback. Member checking was conducted by asking participants to review and verify the interview transcripts and the researcher's

⁵⁰ Johnny Miles, Matthew B.; Huberman, A. Michael; Saldaña, *Qualitative Data Analysis: A Methods Sourcebook, Educacao e Sociedade*, 2014.

interpretations to ensure that their experiences were accurately represented. In addition, peer feedback was obtained through discussions with a fellow student who had experienced the implementation of Kahoot and Blooket in the same course but was not involved as a research participant. This process aimed to obtain additional perspectives on the researcher's interpretations, ensure that the findings reflected the actual learning context, and minimize potential researcher bias. Through these validation strategies, the researcher aimed to enhance the credibility and trustworthiness of the findings and ensure that they accurately represented participants' experiences.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings of the study based on interview data collected from students in the Instructional Planning course. The study explores students' attitudes, subjective norms, and perceived behavioral control toward the use of Kahoot and Blooket as formative assessment tools. The data were analyzed using Miles and Huberman's model, and peer debriefing was employed to ensure the credibility of the findings. The chapter is organized according to the three research questions.

A. Research Findings

This section presents the findings based on students' interview responses. The findings are organized according to the three research questions and corresponding components of the Theory of Planned Behavior.

1. Students' Attitudes Toward the Use of Kahoot! and Blooket as Formative Assessment tools

Table 4.1 Students' Attitudes Toward Kahoot! and Blooket

Kahoot!	Blooket
Enjoyment	Usefulness
Usefulness	Enjoyment
Effectiveness	Effectiveness

Note: The complete results of the analysis are available in Appendix

Table 4.1 presents students' attitudes toward the use of Kahoot! and Blooket as formative assessment tools. The number of students reported in each indicator was obtained through the data reduction and coding process, in which participants' interview responses were categorized based on the attitude indicators. Since

participants could express more than one attitude during the interviews, a single participant could be represented in multiple indicators. Enjoyment emerged as the most prominent indicator in Kahoot!, with 8 students reporting positive learning experiences while using the platform. In contrast, Blooket was most strongly associated with usefulness and enjoyment, each receiving positive responses from 9 students. These findings indicate that both platforms were perceived positively, particularly in supporting enjoyable and beneficial learning experiences.

2. The Influence of Subjective Norm on The Use of Kahoot! and Blooket

Table 4.2 Subjective Norm Related to Kahoot! and Blooket

Kahoot!	Blooket
Increased Motivation	Academic Evaluation Through Correct and Incorrect Answers
Understanding The Material	Focus on Understanding the Material
Active Participation	Increased Motivation
Competition	Competition
Emotional Reactions	Emotional Reactions

Note: The complete results of the analysis are available in Appendix

Table 4.2 presents the subjective norm factors influencing students' use of Kahoot! and Blooket. The number of students reported in each theme was obtained through the coding and data reduction process based on the subjective norm indicators. Since participants could express more than one perception during the interviews, a single participant could contribute to multiple themes presented in the findings. In Kahoot!, increased motivation was the most frequently reported influence, mentioned by 8 students. Students also emphasized the importance of understanding the material and maintaining active participation during learning activities. Meanwhile, Blooket was primarily associated with academic evaluation, as 7 students reported that the platform helped them identify correct and incorrect

answers. Students also highlighted the lecturer's expectation to focus on understanding the material rather than merely obtaining points. It should be noted that individual participants could express more than one perception during the interviews. therefore, a single participant may contribute to multiple themes presented in the findings.

3. Students' Perceived Behavioral Control in Using Kahoot and Blooket

Table 4.3 Students' Perceived Behavioral Control in Using Kahoot! and Blooket

Kahoot!	Blooket
Confidence Through Understanding the Material	Confidence Through Repeated Exposure to the Material
Reflection of Learning Understanding	Confidence Through Correct Answers
Ease of Use	Ease of Use
Learning Engagement	Learning Engagement
Technical Barriers	Technical Barriers

Note: The complete results of the analysis are available in Appendix

Table 4.3 presents students' perceived behavioral control in using Kahoot! and Blooket. The number of students in each category represents the results of coding participants' interview responses according to the perceived behavioral control indicators. Because participants could express multiple viewpoints, one participant might contribute to more than one category. In Kahoot!, confidence was closely related to students' understanding of the material, with 8 students reporting increased confidence when they understood the quiz content. Similarly, all students reported that Kahoot! was easy to use. In Blooket, repeated exposure to learning materials emerged as the most prominent source of confidence, reported by all 9 students. Furthermore, all students perceived Blooket as easy to operate. Despite these positive perceptions, students in both platforms experienced several technical

barriers, particularly internet connectivity and device-related issues. It should also be noted that participants were able to express multiple viewpoints regarding the use of the platforms, some statements were classified into more than one category during the data analysis process.

B. Discussion

Based on the research findings, this study describes students' attitudes toward the use of Kahoot and Blooket as formative assessment tools, particularly their perceptions, the influence of social factors, and their behavioral control in using the platforms in the Instructional Planning course at TBI IAIN Curup.

1. Students' Attitudes Toward the Use of Kahoot! and Blooket as Formative Assessment tools

A. Enjoyment as the Most Dominant Aspect in Kahoot

Based on the findings, enjoyment emerged as the most dominant aspect of students' attitudes toward the use of Kahoot. Most participants reported that Kahoot created an enjoyable learning atmosphere through its competitive features, particularly the leaderboard, ranking system, and time limited quizzes. These elements made students feel more engaged and motivated during formative assessment activities.

One participant stated, *"Honestly, I felt competitive because of the ranking system, and it motivated me to achieve the highest rank."*⁵¹ Another participant

⁵¹ DF, Interview Result To The Students At IAIN Curup, On 25 januari 2026

explained that Kahoot was enjoyable because the platform immediately displayed whether the answer was correct or incorrect, allowing students to receive instant feedback during the activity.⁵²

These responses indicate that students' enjoyment was not solely derived from the entertaining nature of Kahoot. Instead, the enjoyment emerged from the combination of competition, immediate feedback, and challenge provided by the platform. The leaderboard encouraged students to compare their performance with others and strive for better results, while the instant feedback enabled them to immediately identify whether their answers were correct or incorrect. In addition, the time limited format created a sense of challenge that kept students focused throughout the activity. As a result, students became more engaged and actively involved in the formative assessment process. This may explain why enjoyment emerged as the most dominant aspect of students' attitudes toward Kahoot, as the platform was able to transform assessment activities into a more interactive and stimulating learning experience.

However, the findings also revealed that students' enjoyment of Kahoot was not entirely positive. Although participants generally appreciated the timer feature because it made the activity more challenging and encouraged quick thinking, some students reported experiencing pressure when they needed additional time to process the questions. One participant explained that the timer encouraged critical thinking, but when the available time was insufficient, it often resulted in panic and rushed responses. As the participant stated, *“The timer makes us think critically, but*

⁵² DI, Interview Result To The Students IAIN Curup, On 15 januari 2026

*if we take too long to think, we become afraid that the time will run out, which makes us rush and sometimes answer carelessly.”*⁵³

This finding suggests that the timer feature served a dual role in students' learning experiences. On the one hand, it functioned as a motivational element that increased challenge, concentration, and active participation during the quiz. The limited time encouraged students to think quickly and remain focused on the questions. On the other hand, the same feature also generated anxiety for some students, particularly when they needed more time to analyze the questions or recall the material. Consequently, students sometimes prioritized answering quickly over answering accurately. This indicates that students' perceptions of the timer were influenced by their individual response speed, confidence level, and ability to process information under time pressure.

This finding is consistent with the attitude toward behavior component of the Theory of Planned Behavior proposed by Ajzen. According to Ajzen, individuals tend to develop positive attitudes toward a behavior when they believe that the behavior produces desirable outcomes.⁵⁴ In this study, students perceived Kahoot as enjoyable and motivating, leading them to evaluate the platform positively as a formative assessment tool.

The finding also supports the concept of gamification proposed by Werbach and Hunter, who emphasize that game elements such as leaderboards, points, and rankings can increase user engagement and motivation.⁵⁵ In the context of this

⁵³ SC, Interview Result To The Students IAIN Curup, On 16 Februari 2026

⁵⁴ Ajzen, "The Theory of Planned Behavior."

⁵⁵ Werbach and Hunter, *For the Win: How Game Thinking Can Revolutionize Your Business*.

study, these features encouraged students to participate more actively and created a more enjoyable learning experience. Furthermore, this finding is in line with Kalleny's study, which reported that Kahoot successfully increased students' engagement and satisfaction during learning activities.⁵⁶ Similar to the present study, students perceived the competitive atmosphere created by Kahoot as one of the factors that enhanced their learning experience.

Overall, the findings indicate that enjoyment became the most dominant aspect of students' attitudes toward Kahoot because the platform successfully combined competition, challenge, and feedback mechanisms. Nevertheless, students' experiences also demonstrate that certain game elements, particularly the timer feature, may generate different reactions depending on individual learning preferences and response speed.

B. Usefulness and Enjoyment as the Most Dominant Aspect in Blooket

1. Perceived Usefulness as a Dominant Aspect of Blooket

Based on the findings, perceived usefulness emerged as one of the most dominant aspects of students' attitudes toward Blooket. Most participants reported that Blooket helped them understand and remember the material more effectively because the questions were repeatedly presented throughout the game. One participant stated, "*Blooket is useful because most of the questions are repeated. Only the position of the answer choices changes, which makes the material stick in my memory because I see it repeatedly.*"⁵⁷ Another participant explained that when

⁵⁶ Kalleny, "Advantages of Kahoot! Game-Based Formative Assessments along with Methods of Its Use and Application during the COVID-19 Pandemic in Various Live Learning Sessions."

⁵⁷ DF, Interview Result To The Students IAIN Curup, On 15 januari 2026

an incorrect question appeared again, they were able to remember the correct answer and better understand the material.⁵⁸

These responses suggest that students perceived Blooket as a useful learning tool because repeated exposure to the same questions enabled them to reinforce their understanding of the material. Rather than simply testing knowledge, Blooket provided opportunities for students to revisit concepts multiple times during a single activity. This repetition appeared to strengthen students' memory and helped them identify the correct answers through continuous practice.

Another participant stated that unlike Kahoot, Blooket allowed students to answer questions without feeling rushed because the activity provided sufficient time and did not depend on answering questions faster than others. In addition, students perceived Blooket as useful because it reduced the pressure commonly experienced during time-limited assessments. Since students were not required to compete against strict timers, they were able to focus more on understanding the questions and selecting appropriate answers. This learning environment encouraged more reflective thinking and reduced the tendency to answer impulsively.

This finding supports Ajzen's concept of attitude toward behavior, which suggests that positive attitudes emerge when individuals perceive beneficial outcomes from a particular behavior.⁵⁹ In this study, students believed that Blooket helped them understand and retain instructional planning materials more effectively, leading to positive evaluations of the platform.

⁵⁸ LM, Interview Result To The Students IAIN Curup, On 15 januari 2026

⁵⁹ Ajzen, "The Theory of Planned Behavior."

In addition, the finding is also consistent with the concept of perceived usefulness in the Technology Acceptance Model. According to this perspective, individuals are more likely to develop positive attitudes toward a technology when they believe it improves their performance and learning outcomes.⁶⁰ The repeated-question feature and reduced time pressure contributed to students' perceptions of Blooket as a useful educational tool. Furthermore, this result is consistent with Quyen and Nguyen's study, which found that Blooket supported student engagement and learning through interactive classroom activities.⁶¹ Similarly, the present study found that repeated exposure to learning content contributed to students' understanding and retention of the material.

2. Enjoyment as a Dominant Aspect of Blooket

Besides usefulness, enjoyment also emerged as one of the most dominant aspects of students' attitudes toward Blooket. Participants generally described the platform as enjoyable because of its game-like atmosphere and interactive features. One participant stated, "*Blooket is enjoyable because I see it more as a game than a tool for deeply understanding the material. It feels like playing a game with a little learning content included.*"⁶² These responses indicate that students' enjoyment of Blooket was strongly influenced by the gaming experience provided by the platform. The combination of rewards, game mechanics, and interactive activities created a relaxed learning atmosphere that differed from conventional

⁶⁰ Fred D. Davis, "A Technology Acceptance Model for Empirically Testing New End-User Information Systems: Theory and Results" (Massachusetts Institute of Technology, 1985).

⁶¹ Quyen and Chanh, "Perceptions and Dominant Factors of Blooket as a Game-Based Learning Tool among Vietnamese Non-English Majored Students."

⁶² SC, Interview Result To The Students IAIN Curup, On 15 Januari 2026

assessments. As a result, students felt entertained while still engaging with instructional content.

However, the findings also revealed an interesting perspective. While students perceived Blooket as enjoyable because of its game-based environment, some participants felt that the gaming atmosphere occasionally overshadowed the learning purpose. As reflected in one participant's statement, Blooket was often viewed primarily as a game rather than as a platform for deep learning.

This finding suggests that the same feature that increased students' enjoyment could also reduce their focus on the academic purpose of the activity. For some students, the entertaining aspects of Blooket enhanced engagement and motivation. However, for others, the strong gaming atmosphere shifted attention away from the learning material and toward the game itself. Consequently, students experienced Blooket not only as a formative assessment tool but also as a recreational activity.

From the perspective of the Theory of Planned Behavior, students developed positive attitudes toward Blooket because they associated the platform with enjoyable learning experiences and beneficial learning outcomes. In addition, this finding is consistent with Erlangga's study, which reported that Blooket increased students' motivation through its interactivity, competitiveness, and immediate engagement.⁶³ Similarly, Quyen and Nguyen found that Blooket positively influenced student participation and classroom engagement.⁶⁴

⁶³ Erlangga, "The Using Blooket Web as a Teaching Medium on Students' Motivation to Learn English as a Second Language."

⁶⁴ Quyen and Chanh, "Perceptions and Dominant Factors of Blooket as a Game-Based Learning Tool among Vietnamese Non-English Majored Students."

C. Different Learning Functions of Kahoot and Blooket

The findings suggest that students did not necessarily perceive Kahoot and Blooket as competing formative assessment tools. Instead, participants viewed the two platforms as serving different learning functions during classroom activities. Although both platforms were generally perceived positively, students associated Kahoot with fast-paced, competitive, and challenging learning experiences, whereas Blooket was more frequently associated with repeated practice, reduced pressure, and deeper understanding of the material.

Students described Kahoot as a platform that encouraged active participation through competition, rankings, and time-limited questions. The leaderboard and timer features motivated students to respond quickly and compete for higher positions. As a result, Kahoot created an exciting learning environment that increased engagement and motivation during formative assessment activities. However, several students also reported experiencing pressure and anxiety because they were required to answer questions within a limited amount of time.

Figure 4.1 Kahoot! Podium Ranking Display



Figure 4.1 illustrates the podium ranking display in Kahoot!, which visually highlights students' performance and rankings during the activity.

Despite these concerns, some students reported that Kahoot was enjoyable because of its attractive visual design. The colorful interface, animated elements, and podium display created a more engaging learning atmosphere, which contributed to students' positive learning experiences.

In contrast, students perceived Blooket as a platform that supported understanding through repeated exposure to the material. The repeated-question system allowed students to review concepts multiple times, while the absence of strict time pressure enabled them to think more carefully before answering. Consequently, students viewed Blooket as more suitable for reinforcing learning and improving comprehension. These findings indicate that while Kahoot primarily functioned as a tool to stimulate engagement and competition, Blooket was perceived as a tool that facilitated practice, reflection, and content retention.

Figure 4.2 Blooket Performance Report Display

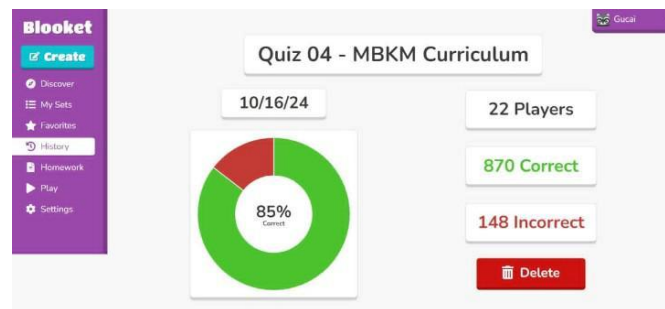


Figure 4.2 presents the performance report feature in Blooket, which allows students to monitor their learning progress through correct and incorrect answer statistics.

Students also highlighted Blooket's visual appeal as a factor that supported their learning experience. While Kahoot's visual elements were often associated with competition and rankings, Blooket's visual features were more closely linked to monitoring learning progress through performance reports and answer statistics. This difference may explain why students tended to associate Blooket with understanding and content retention.

This finding is consistent with the concept of gamification proposed by Werbach and Hunter, who argue that different game elements may produce different learning experiences and behavioral outcomes.⁶⁵ In the present study, Kahoot's leaderboard and timer features encouraged competition, engagement, and excitement, whereas Blooket's repeated-question system and lower time pressure supported understanding and content retention. Therefore, students perceived the two platforms as serving different educational purposes rather than viewing one platform as superior to the other.

Furthermore, this finding is supported by previous studies. Kalleney found that Kahoot increased students' engagement through competitive game elements

⁶⁵ Werbach and Hunter, *For the Win: How Game Thinking Can Revolutionize Your Business*.

such as leaderboards and rankings.⁶⁶ Meanwhile, Quyen and Nguyen reported that Blooket facilitated students' understanding by providing interactive and repetitive learning experiences.⁶⁷ Similar to those findings, the present study revealed that students perceived Kahoot and Blooket as offering different benefits for the learning process.

Overall, the findings suggest that Kahoot and Blooket serve complementary rather than competing functions in formative assessment. While Kahoot appears to be more effective in promoting engagement, competition, and classroom excitement, Blooket seems to support understanding, reflection, and content retention through repeated practice and lower time pressure.

2. The Influence of Subjective Norms on The Use of Kahoot! and Blooket

A. Peer Influence Increased Motivation

Based on the findings, peer influence played an important role in increasing students' motivation during the use of Kahoot and Blooket. Several participants reported that observing classmates who achieved high scores or consistently performed well encouraged them to participate more actively and improve their own performance during formative assessment activities.

One participant stated, *“If other students perform well and take the activity seriously, it really influences me. When their scores are high, I feel like I have to surpass them and prove that I can do it too.”*⁶⁸ Another participant explained, *“It is very fun, challenging, and competitive. I was usually in the top three rankings, so I*

⁶⁶ Kalleny, “Advantages of Kahoot! Game-Based Formative Assessments along with Methods of Its Use and Application during the COVID-19 Pandemic in Various Live Learning Sessions.”

⁶⁷ Kalleny.

⁶⁸ WY, Interview Result To The Students At IAIN Curup on 14 Februari 2026

wanted to maintain my position.”⁶⁹ Similarly, another participant reported that seeing classmates consistently achieve high scores motivated them to work harder because they wanted to reach the same level of achievement.

These responses indicate that students' motivation was influenced not only by the features of the platforms but also by the performance of their peers. High-achieving classmates served as a benchmark that encouraged students to exert greater effort and participate more seriously in the activities. Rather than creating passive comparison, peer performance stimulated students to challenge themselves and strive for better results. The findings suggest that social interaction within the classroom environment contributed to students' engagement and persistence during formative assessment activities.

This finding is consistent with the subjective norm component of the Theory of Planned Behavior proposed by Ajzen. According to Ajzen, individuals' behaviors can be influenced by their perceptions of the expectations, actions, and opinions of people around them.⁷⁰ In this study, students were motivated by the achievements of their classmates, indicating that peer influence played a significant role in shaping their participation and effort during Kahoot and Blooket activities. Furthermore, this finding also in line with previous studies conducted by Quyen and Nguyen, which reported that social interaction and peer influence in gamified learning environments could increase students' motivation and participation.⁷¹ Similar to those findings, students in the present study perceived their classmates'

⁶⁹ AK, Interview Result To The Students At IAIN Curup on 4 Februari 2026

⁷⁰ Ajzen, “The Theory of Planned Behavior.”

⁷¹ Quyen and Chanh, “Perceptions and Dominant Factors of Blooket as a Game-Based Learning Tool among Vietnamese Non-English Majored Students.”

performance as a source of encouragement that motivated them to engage more actively in the learning process.

Overall, the findings indicate that peer influence positively affected students' motivation during formative assessment activities. The presence of high-performing classmates encouraged students to become more competitive, maintain their performance, and participate more actively in both Kahoot and Blooket.

B. Competition as Both Motivation and Pressure

The findings revealed that competition generated both positive and negative responses among students during the use of Kahoot and Blooket. Several participants perceived competition as a motivating factor that encouraged them to participate actively and achieve better performance during formative assessment activities. One participant stated, *“Honestly, I felt competitive because after answering the questions, the ranking immediately appeared. It motivated me to achieve the highest position.”*⁷² Another participant explained that competing with classmates was enjoyable because it created excitement and encouraged them to strive for better results. According to the participant, the competitive atmosphere triggered a sense of adrenaline and increased enthusiasm during the activity. These responses indicate that competition positively influenced students' engagement and participation. The visibility of rankings and scores encouraged students to focus on the activity and exert greater effort to improve their performance. For these students, competition functioned as a source of motivation that made the learning process more exciting and challenging.

⁷² DF, Interview Result To The Students At IAIN Curup On 25 januari 2026

However, the findings also revealed that competition sometimes generated negative emotional responses. One participant reported that the limited time available in Kahoot often created pressure, causing students to answer questions hastily. The participant explained that when the remaining time was running out, feelings of panic emerged and occasionally led to selecting incorrect answers. In addition, several students expressed frustration during Blooket when points were taken by other players through game mechanics, particularly when they felt that their efforts in answering more questions correctly were not reflected in their final scores.

This finding suggests that competition produced dual effects on students' learning experiences. On the positive side, competition increased motivation, excitement, and active participation. The desire to achieve higher rankings encouraged students to remain focused and engaged throughout the activity. However, competition also created pressure, anxiety, and frustration when students felt unable to maintain their rankings, answer questions within the available time, or retain the points they had earned. Therefore, the same competitive elements could be perceived differently depending on students' experiences and expectations.

From the perspective of the Theory of Planned Behavior, these reactions can be explained through the concept of subjective norm. The visibility of rankings, scores, and peer performance increased students' awareness of how their achievements compared with those of their classmates. As a result, students' behaviors and emotional responses were influenced not only by the platforms themselves but also by the social environment created during the activities.

Therefore, competition functioned as both a motivational and a pressure-inducing factor. While it encouraged students to participate actively and improve their performance, it also generated feelings of anxiety and frustration for some students. These findings demonstrate that the influence of competition varied according to students' individual perceptions and experiences during formative assessment activities.

C. Lecturer Expectation Encouraged Serious Participation

Based on the findings, students perceived that their lecturer expected them to actively participate and understand the learning materials through the use of Kahoot and Blooket. Rather than focusing solely on scores or rankings, participants believed that the primary purpose of these activities was to support learning and evaluate their understanding of the material.

One participant stated, *"The lecturer certainly expects us to have good comprehension. The main expectation is whether students understand the material or not, whether the material stays in our minds or is quickly forgotten. In a way, it also serves as an evaluation for the lecturer."*⁷³ Another participant explained that although the lecturer expected students to answer correctly, differences in individual abilities and learning processes influenced how well students performed during the activities. These responses suggest that students perceived the lecturer's expectations as being centered on learning and understanding rather than merely obtaining high scores. Students believed that the quizzes were designed to identify whether they had successfully comprehended the material and to provide feedback

⁷³ JN, Interview Result To The Students At IAIN Curup on 10 Februari 2026

regarding their learning progress. Consequently, students viewed the activities as opportunities to evaluate their understanding rather than as purely competitive exercises.

This positive response was also reflected in students' willingness to participate even when the activities were not formally graded. One participant stated, "*It does not matter if Kahoot is not graded because it helps us improve our understanding of the material*".⁷⁴ Similarly, another participant explained that quizzes remained valuable even without grades because they made learning more enjoyable and provided useful learning experiences. In the context of Blooket, one participant reported that they remained serious when answering questions because the most important aspect was the number of correct answers rather than the points obtained through game mechanics. These findings indicate that students' participation was not primarily driven by external rewards such as grades, rankings, or points. Instead, students recognized the educational purpose of the activities and understood that the quizzes were intended to support learning. As a result, they remained engaged and serious during the activities even when formal assessment was not emphasized. This suggests that students internalized the lecturer's expectations and focused on understanding the material rather than merely achieving competitive outcomes.

This finding reflects the subjective norm component of the Theory of Planned Behavior proposed by Ajzen. Subjective norms refer to individuals'

⁷⁴ DF, Interview Result To The Students At IAIN Curup on 25 Januari 2026

perceptions of the expectations and beliefs of significant others.⁷⁵ In this study, students perceived that the lecturer expected them to actively engage with the material and develop a better understanding of the course content. These perceived expectations influenced students' attitudes and behaviors during formative assessment activities. The finding also consistent with the principles of formative assessment, which emphasize assessment as a tool for supporting learning rather than merely measuring achievement.⁷⁶ Through Kahoot and Blooket, students received opportunities to monitor their understanding, identify areas for improvement, and strengthen their comprehension of the material. Therefore, the activities functioned not only as assessment tools but also as learning experiences that promoted continuous improvement.

Overall, the findings indicate that lecturer expectations encouraged students to participate seriously in Kahoot and Blooket activities. Students perceived that the primary purpose of these platforms was to enhance understanding and support learning rather than simply generate scores or rankings. Consequently, lecturer expectations played an important role in shaping students' engagement and learning behaviors during formative assessment activities.

⁷⁵ Ajzen, "The Theory of Planned Behavior."

⁷⁶ Kaya-Capocci, O'Leary, and Costello, "Towards a Framework to Support the Implementation of Digital Formative Assessment in Higher Education."

3. Students' Perceived Behavioral Control in Using Kahoot and Blooket

A. Understanding the Material Increased Self-Confidence

Based on the findings, understanding the learning material emerged as the primary factor influencing students' self-confidence when using Kahoot and Blooket. Most participants reported that their confidence during formative assessment activities depended largely on how well they understood the material presented in class. One participant stated, *“If I already understand and master the material, I feel very confident when using Kahoot. However, if the material is difficult to understand, my confidence decreases.”*⁷⁷ Similarly, another participant explained, *“I feel confident because I generally understand the material that we learned previously.”*⁷⁸ In Blooket, the repeated questions also increase my confidence because if I answer incorrectly the first time and encounter the same question again, I can correct my mistake and answer it correctly.”

These responses indicate that students' confidence was strongly influenced by their perceived understanding of the material. Rather than relying solely on the features of the platforms, students evaluated their ability to answer questions based on their mastery of the content. When students believed that they understood the material, they felt more capable of answering questions correctly and participating actively in the activities. Conversely, limited understanding often reduced their confidence and increased uncertainty when responding to questions. The findings also suggest that Blooket supported students' confidence through its repeated-

⁷⁷ SC, Interview Result To The Students At IAIN Curup On 16 Februari 2026

⁷⁸ DF, Interview Result To The Students At IAIN Curup On 25 Januari 2026

question feature. The opportunity to encounter similar questions multiple times allowed students to recognize their mistakes, review the correct answers, and improve their performance during the activity. As a result, students gradually developed greater confidence because they felt more prepared when answering subsequent questions.

This finding is consistent with Bandura's concept of self-efficacy, which suggests that individuals who believe they possess the necessary knowledge and skills to perform a task are more likely to demonstrate confidence when engaging in that task. In the present study, students who perceived themselves as understanding the learning material showed higher levels of confidence when answering questions in both Kahoot and Blooket. Furthermore, the repeated-question feature in Blooket appeared to strengthen students' beliefs in their own capabilities by providing opportunities to learn from previous mistakes and improve their performance.⁷⁹

The finding also reflects the perceived behavioral control component of the Theory of Planned Behavior proposed by Ajzen. Perceived behavioral control refers to individuals' perceptions of their ability to perform a particular behavior successfully.⁸⁰ In this study, students felt more capable of participating in formative assessment activities when they believed they possessed sufficient understanding of the material. Therefore, their confidence was shaped not only by the learning platforms themselves but also by their perceptions of their own academic abilities.

⁷⁹ Albert Bandura, *Self-Efficacy : Toward a Unifying Theory of Behavioral Change*. *Psychological Review* 84, no. 2, (1977): 191-215

⁸⁰ Ajzen, "The Theory of Planned Behavior."

Overall, the findings indicate that students' confidence in using Kahoot and Blooket was primarily influenced by their understanding of the learning material. While content mastery increased confidence in both platforms, Blooket's repeated-question feature provided additional opportunities for students to reinforce their understanding and strengthen their confidence throughout the learning process.

B. Ease of Use Strengthened Positive Perceptions

Based on the findings, students generally perceived both Kahoot and Blooket as easy to use. All participants reported that the platforms were simple to understand and did not require extensive training before use. One participant stated, *“The questions are presented clearly, briefly, and directly. The language is also familiar because it is similar to the material provided in the handout.”*⁸¹ Another participant explained, *“In my opinion, it is easy to use. The answer options, scoring system, and ranking mechanism are all easy to understand.”*⁸² These responses indicate that students did not experience significant difficulties when operating either platform. The clear instructions, familiar language, and straightforward game mechanics enabled students to focus on answering questions rather than learning how to use the platforms. As a result, students were able to participate comfortably during formative assessment activities.

This finding is consistent with the concept of perceived ease of use in the Technology Acceptance Model. According to this perspective, users tend to develop positive perceptions of a technology when they believe that it is easy to

⁸¹ JN, Interview Result To The Students At IAIN Curup On 10 Februari 2026

⁸² DF, Interview Result To The Students At IAIN Curup On 25 Januari 2026

understand and operate.⁸³ In the present study, the simplicity of both Kahoot and Blooket contributed to students' positive experiences during learning activities. Therefore, the ease of use of both platforms strengthened students' positive perceptions and supported their participation in formative assessment activities.

C. Technical Problems Reduced Students' Sense of Control

Although students generally perceived Kahoot and Blooket as easy-to-use platforms, several technical barriers were still experienced during the activities. The most frequently reported challenges included signal instability, device lag, and internet connectivity problems. These issues occasionally interfered with students' participation and affected their overall learning experience. One participant reported that unstable internet connections occasionally disrupted participation and reduced concentration during the activity. The participant explained that technical problems significantly affected both comfort and confidence because unstable signals or sudden disconnections could cause students to exit the platform unexpectedly. As a result, students sometimes lost valuable time when attempting to rejoin the activity, causing them to miss questions or receive lower scores. As the participant stated, *“Technical problems greatly affect comfort and confidence. When the signal lags or disappears, there is a risk of being disconnected from the platform. When rejoining, the answering time may already be over, resulting in zero points, or several questions may have already been missed.”*⁸⁴

⁸³ Davis, “A Technology Acceptance Model for Empirically Testing New End-User Information Systems: Theory and Results.”

⁸⁴ SC, Interview Result To The Students At IAIN Curup on 16 Februari 2026

These responses indicate that students' participation was influenced not only by their understanding of the material or their ability to operate the platforms but also by external technological conditions. Although students generally possessed the skills necessary to use Kahoot and Blooket, technical disruptions occasionally reduced their ability to participate effectively. In some cases, students were unable to demonstrate their actual knowledge because technical issues interfered with their performance during the activities. This finding reflects the perceived behavioral control component of the Theory of Planned Behavior proposed by Ajzen. Perceived behavioral control is influenced not only by individuals' capabilities but also by the availability of resources and opportunities required to perform a behavior successfully.⁸⁵ In the present study, students generally felt capable of using Kahoot and Blooket; however, external barriers such as unstable internet connections, device limitations, and application disruptions occasionally reduced their sense of control over the learning activities.

Overall, the findings indicate that technical barriers negatively influenced students' perceived behavioral control during formative assessment activities. Although Kahoot and Blooket were generally perceived as easy to use, external technological factors sometimes limited students' ability to participate effectively and demonstrate their actual understanding of the material.

⁸⁵ Ajzen, "The Theory of Planned Behavior."

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This study explored students' attitudes toward the use of Kahoot! and Blooket as formative assessment tools in the Instructional Planning course based on the Theory of Planned Behavior (TPB). First, regarding students' attitudes, the findings showed that both Kahoot! and Blooket were perceived positively. Kahoot! was mainly associated with enjoyment, engagement, and learning motivation, while Blooket was perceived as useful for improving understanding, reflection, and content retention. Second, regarding subjective norms, students' attitudes toward using Kahoot! and Blooket were influenced by encouragement from lecturers and peers. The findings also indicated that students' responses represented multiple indicators identified from the interview data, meaning that one participant could express more than one perception related to subjective norms. Third, regarding perceived behavioral control students considered both platforms easy to use and beneficial for supporting their learning. Confidence increased when students understood the material, while repeated exposure to learning content strengthened their understanding. Nevertheless, several challenges, particularly internet connectivity and device-related issues, remained barriers to using both platforms effectively. Overall, the findings indicate that Kahoot! and Blooket complement each other as formative assessment tools and provide positive learning experiences for students in the Instructional Planning course.

B. Suggestion

Based on the findings of this study, lecturers are encouraged to utilize Kahoot and Blooket according to their instructional objectives, as each platform provides different learning benefits. Students are also encouraged to actively participate in formative assessment activities and focus on improving their understanding of the learning material rather than merely pursuing scores or rankings. Furthermore, future researchers are recommended to explore the use of gamified formative assessment tools in different educational contexts and investigate factors that may enhance their effectiveness in supporting student learning.

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A P P E N D I X E S



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INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH**

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Nomor : 160 Tahun 2025

Tentang

**PENUNJUKAN PEMBIMBING I DAN II DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP**

- | | | |
|----------------------|---|---|
| Menimbang | : | a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ; |
| | | b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ; |
| Mengingat | : | 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ; |
| | | 2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup; |
| | | 3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup; |
| | | 4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi; |
| | | 5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026. |
| | | 6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup |
| | | 7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6-09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup. |
| Memperhatikan | : | 1. Permohonan Saudara Laras Ariani tanggal 10 November 2025 dan kelengkapan persyaratan pengajuan SK Pembimbing Skripsi |
| | | 2. Berita Acara Seminar Proposal Pada Hari Kamis, 10 Juli 2025 |

MEMUTUSKAN :

Menetapkan

- | | | | |
|----------------|---|------------------------------------|---------------------------|
| Pertama | : | 1. Dr. Leffi Noviyenti M.Pd | 197611062003122004 |
| | | 2. Jumatul Hidayah M.Pd. | 197802242002122002 |

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Laras Ariani

N I M : 22551022

JUDUL SKRIPSI : Students' attitude toward using Kahoot and Blooket as formative assessment in instruction planning course

- | | | |
|----------------|---|--|
| Kedua | : | Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ; |
| Ketiga | : | Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ; |
| Keempat | : | Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ; |
| Kelima | : | Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ; |
| Keenam | : | Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ; |
| Ketujuh | : | Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku. |

Ditetapkan di Curup,
Pada tanggal 13 November 2025
Dekan,

Sutarto

Tersusun :

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan.



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DOSEN PEMBIMBING I	:	Dr. Leffi Noviyanti, M.Pd
DOSEN PEMBIMBING II	:	Jumatul Hidayah, M.Pd
JUDUL SKRIPSI	:	Students' Attitudes Toward Using Kahoot! and Blacket as Formative Assessment Tools in Instructional Planning Course
MULAI BIMBINGAN	:	20 oktober 2025
AKHIR BIMBINGAN	:	15 juni 2026

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING I
1.	20/oktober 2025	Revisi pertama setelah sempoa	
2.	6/november 2025	bimbingan tentang teori penelitian & rancangan instrument	
3.	10/november 2025	bimbingan instrument penelitian	
4.	8/desember 2025	bimbingan teknik analisis data	
5.	16/desember 2025	bimbingan tahapan pengumpulan data	
6.	9/februari 2026	bimbingan menyusun research findings	
7.	8/april 2026	bimbingan bab 9 pembahasan	
8.	6/mei 2026	bimbingan bab 9 dan conclusion bab 9	
9.	8/juni 2026	Revisi Research findings, pembahasan bab 9	
10.	15/juni 2026	bimbingan mengenai table findings & gambar di desain	
11.			
12.			

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH
DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

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Dr. Leffi Noviyanti, M.Pd
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CURUP, 4 Juli 2025
PEMBIMBING II,

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- Lembar Depan Kartu Bimbingan Pembimbing I
- Lembar Belakang Kartu Bimbingan Pembimbing II
- Kartu ini harap dibawa pada saat setiap konsultasi dengan Pembimbing I dan Pembimbing II



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PROGRAM STUDI	: Tadris Bahasa Inggris
FAKULTAS	: Tadris
DOSEN PEMBIMBING I	: Dr. Lefi Nuryanti, M.Pd
DOSEN PEMBIMBING II	: Jurnati Hidayah, M.Pd
JUDUL SKRIPSI	: Students' Attitudes Toward Using Keyword and Blocket or Permatius Assessment Tools in Instructional Planning Course
MULAI BIMBINGAN	: 22 Oktober 2025
AKHIR BIMBINGAN	: 4 Juli 2026

NO	TANGGAL	MATERI BIMBINGAN IAIN	PARAF PEMBIMBING II
1.	25/Oktober 2025	Revisi: getoloh sampul	
2.	7/November 2025	bimbingan untuk pembuat sk. pembimbing & diskusi	
3.	10/November 2025	bimbingan bab 1 - bab 5	
4.	9/Desember 2025	bimbingan bab 3 & diskusi	
5.	12/Januari 2026	bimbingan diskusi lanjutan	
6.	22/Januari 2026	bimbingan diskusi lanjutan	
7.	24/Januari 2026	Revisi bab 1 - 5	
8.	29/Januari 2026	Revisi bab 1 - 5	
9.	2/Julai 2026	Revisi bab 1 - 5	
10.	9/Julai 2026	Revisi bab 1 - 5	
11.	4/Julai 2026	menandatangani berkas - berkas dan pembimbing	
12.			

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH
DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

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Table 1. Interview Guidance for Exploring Students' Attitudes toward Using Kahoot and Blooket as Formative Assessment Tools in The Instructional Planning Course

Indicator	Sub-Indicator	Item Kahoot!	Item Blooket
I. Attitude Toward the Behavior (RQ1)	Perceived Usefulness	25. How do you feel about using Kahoot! in helping you understand the Instructional Planning material during class? 26. Compared to conventional formative assessments, what learning benefits do you experience when using Kahoot!? 27. In what ways does Kahoot! help you identify which parts of the material you have understood well and which parts you still find difficult?	25. How do you feel about using Blooket in helping you understand the Instructional Planning material during class? 26. Compared to conventional formative assessments, what learning benefits do you experience when using Blooket? 27. How does Blooket help you reflect on your learning progress during the Instructional Planning course?
	Enjoyment	28. How do you feel about the competitive atmosphere in Kahoot!, such as timers and leaderboards? 29. Do these features make the learning process more enjoyable or more stressful for you? Why? 30. Would you still enjoy participating in Kahoot! if there	28. How do you feel about game elements in Blooket, such as random events or point-stealing features? 29. Do these features make learning more enjoyable or do they sometimes distract you from the material? Why?

		were no scores or rankings displayed?	30. Do you participate in Blooket mainly because it is fun, or because you want to achieve high scores? Why?
	Effectiveness	31. How effective is Kahoot! in helping you recall or reinforce Instructional Planning concepts? 32. How does the time limit affect your ability to think clearly and understand the questions? 33. Do you feel Kahoot! encourages quick guessing or thoughtful answering? Why?	31. How effective is Blooket in helping you reinforce or remember Instructional Planning course material? 32. How do the game mechanics (repetition, rewards, random events) affect your focus on the questions? 33. Do you feel Blooket allows deeper thinking compared to Kahoot!? Why?
II. Subjective Norm (RQ2)	Social influence	34. How do your classmates influence the way you participate in Kahoot! activities? 35. When classmates appear enthusiastic or achieve high scores, does it motivate you or make you feel pressured? 36. Does seeing others' performance affect how seriously you engage with the activity? Why?	34. How do your classmates influence your participation in Blooket activities? 35. Does peer performance in Blooket motivate you to learn more or focus more on competition? Why? 36. How do you feel when your results are compared with others at the end of the game?

	Perceived Expectation	37. Do you feel your lecturer expects you to answer Kahoot! questions correctly because the material has been explained? Why? 38. Do you feel pressure to perform well in Kahoot! to avoid being seen as unprepared or inattentive? Why? 39. Would your participation change if Kahoot! were not graded or emphasized by the lecturer?	37. Do you feel your lecturer expects serious participation when using Blooket in class? Why? 38. Does the scoring system make you feel evaluated even though it is a formative assessment? Why? 39. Would you engage differently if Blooket were presented as purely a learning game?
III. Perceived Behavioral Control (RQ3)	Self-Efficacy	40. How confident do you feel when answering questions in Kahoot!? 41. How does your confidence affect your focus and participation during the activity? 42. Do you feel your performance in Kahoot! reflects your understanding of the Instructional Planning material? Why?	40. How confident do you feel when answering questions in Blooket? 41. Does your confidence increase or decrease because of the game elements? Why? 42. Do you feel in control of your performance while using Blooket? Why?
	Ease of Use	43. How easy is it to understand instructions and answer questions in Kahoot!? 44. Does the simplicity or complexity of Kahoot! affect your willingness to	43. How easy is it to understand game rules and answer questions in Blooket? 44. Do the different game modes make Blooket easier or harder to use? Why?

		participate actively? Why? 45. Does ease of use make you more willing to use Kahoot! again in future classes? Why?	45. Does ease of use affect your motivation to engage fully in the activity? Why?
	Technical Barrier	46. How do technical issues such as internet connection or system delays affect your comfort and confidence in Kahoot! quizzes? 47. Do technical problems make you less willing to participate or take the activity seriously? Why? 48. Would better technical support improve your engagement with Kahoot!?	46. How do technical issues affect your experience when using Blooket? 47. Do these issues reduce your focus or confidence during the activity? Why? 48. Would fewer technical problems increase your willingness to use Blooket in future classes?

Validation Notes:

The interview instrument was refined to ensure clearer alignment with the Theory of Planned Behavior (TPB). Each question was adjusted so that it explicitly reflects a single construct, including attitude toward the behavior, subjective norm, or perceived behavioral control, and improves conceptual clarity and reducing overlap between indicators. Revisions were also made to enhance the clarity and neutrality of the wording. Several items were simplified and restructured to avoid double-barreled questions and leading language, allowing participants to respond more comfortably and accurately. This refinement supports more reliable and reflective qualitative responses. In addition, the validated instrument more clearly distinguishes between Kahoot! and Blooket by focusing on the unique features of each platform. This adjustment strengthens the instrument's ability to capture differences in students' learning experiences and perceptions across the two tools. Lastly, items under perceived behavioral control were refined to differentiate internal factors, such as confidence and self-efficacy, from external factors, including ease of use and technical constraints. Overall, the validator confirmed that

the instrument is appropriate, clear, and methodologically sound for exploring students' perceptions after minor revisions.

Curup, January 14, 2025

Validator

Rizki Indra Guci, M.Pd.

ITEM KAHOOT! AKA

Pertanyaan	Menurut Anda, bagaimana penggunaan Kahoot! membantu Anda memahami materi Instructional Planning di kelas?
Jawaban	Kalo menurutku kahoot ! itu sangat membantu karena itu kan sistemnya kuis dan juga sangat menarik sehingga minat belajar meningkat.jadi sangat'' membantu saat proses pembelajaran
Pertanyaan	Jika dibandingkan dengan asesmen formatif konvensional, manfaat pembelajaran apa yang paling Anda rasakan dari Kahoot!?
Jawaban	Terasa manfaatnya jelas,soalnya kan kelihatan berapa soal yg kita benar,jadi kita bisa tau kemampuan kita terhadap soal itu dan ada sistem perangkingan juga bisa memicu kompetisi la diantara para mahasiswa
Pertanyaan	Apakah Kahoot! membantu Anda mengetahui bagian materi yang sudah Anda kuasai dan bagian yang masih sulit dipahami? Bisa dijelaskan?
Jawaban	Kalo di kahoot! kita juga bisa tahu materi yg kita pahami pasti benar kalo kita paham,kalo kita kurang paham bisa salah atau malah cap cip cup
Pertanyaan	Bagaimana perasaan Anda terhadap suasana kompetitif dalam Kahoot!, seperti adanya batas waktu dan papan peringkat?
Jawaban	Seru dan menantang,kompetitif kan.aku juga selalu ada di rank 1/2/3 jadi kaya bisa pamer juga harus bertahan dengan belajar materinya denga agak serius dan ambil inti''nya biar mudah dan bisa pas jawab kuis
Pertanyaan	Apakah fitur-fitur tersebut membuat proses belajar terasa lebih menyenangkan atau justru menegangkan bagi Anda? Mengapa?
Jawaban	Lebih ke menyenangkan dan kompetitif. Kalo menegangkan itu nggak terlalu lah
Pertanyaan	Menurut Anda, apakah Kahoot! tetap menarik untuk diikuti jika tidak menampilkan skor atau peringkat?
Jawaban	Kurang menarik,karena fitur-fitur itulah yg membuatnya menarik,score,rank

Pertanyaan	Menurut Anda, seberapa efektif Kahoot! dalam membantu Anda mengingat dan memperkuat konsep Instructional Planning?
Jawaban	Jelas sangat efektif apalagi kan sudah belajar dan di test langsung .jadi hasil tes itu kan langsung kelihatan kalo kita beneran paham materinya itu atau tidak
Pertanyaan	Bagaimana pengaruh batas waktu terhadap cara Anda berpikir dan memahami pertanyaan?
Jawaban	Iyaa bener,missal cumin 20 detik benar'' harus berfikir cepat biar scorenya dapet tinggi kan,kan kadang 1 detik aja dah banyak yg njawab .jadi adajeda juga dari pertanyaan ke yg ada jawabannya.setelah jawabannya muncul baru timernya berjalan .jadi lebih mantap la
Pertanyaan	Apakah Kahoot! mendorong Anda untuk menjawab dengan cepat atau untuk berpikir lebih matang? Mengapa demikian?
Jawaban	Iyaa tentu terdorong sekali nggak hanya cepat tapi jawabannya juga tepat
Pertanyaan	Bagaimana pengaruh teman sekelas terhadap cara Anda berpartisipasi dalam aktivitas Kahoot!?
Jawaban	Kadangan kawan itu,missal di sebelah itu liat kita belum jawab bilang bentar lagi waktunya naitu buat kita panik ,na kita jadi panik juga jawabnya ,jadi berpengaruh juga ke mental orang lain
Pertanyaan	Ketika teman terlihat antusias atau memperoleh skor tinggi, apakah hal tersebut memotivasi Anda atau justru membuat Anda merasa tertekan?
Jawaban	Jelas menjadi motivasi,kompetitif nian itu,itu membuat pembelajaran tu jadi seru.kalo misalkan turun setelahnya jelas mau naik lagi
Pertanyaan	Apakah performa teman lain memengaruhi keseriusan Anda dalam mengikuti Kahoot!? Mengapa?
Jawaban	Kalo keseriusan kawan nggak berpengaruh si ,karena aku juga serius juga njawabnya
Pertanyaan	Apakah Anda merasa dosen mengharapkan Anda menjawab pertanyaan Kahoot! dengan benar karena materi sudah dijelaskan sebelumnya? Mengapa?
Jawaban	Jelas si,kadang juga kan kalo misalkan salah jelas kita tidak memperhatikan kalo pendapat mr,jadi kek gitulah kalo kita salah agak takutla di omong tidak paham atau tidak memperhatikan
Pertanyaan	Apakah Anda merasa ada tekanan untuk tampil baik agar tidak dianggap kurang siap atau kurang memperhatikan? Mengapa?
Jawaban	Sedikit,tapi ya tetep serius memperhatikan materi,kalo kita paham yaa aman aja,rank juga bagus bahkan bisa naik ke podium
Pertanyaan	Menurut Anda, apakah partisipasi Anda akan berbeda jika Kahoot! tidak dinilai atau tidak terlalu ditekankan oleh dosen?
Jawaban	Nggak papa si,kuis-kuis itu bagus juga walaupun Cuma untuk pengalaman aja ya ngga papa

Pertanyaan	Seberapa percaya diri Anda saat menjawab pertanyaan dalam Kahoot!?
Jawaban	Sangat pd,harus pd lah
Pertanyaan	Bagaimana tingkat kepercayaan diri tersebut memengaruhi fokus dan keterlibatan Anda selama aktivitas berlangsung?
Jawaban	Tetap fokus lihat pertanyaan dan jawabannya apa yg di pilgan nya tetep fokus
Pertanyaan	Menurut Anda, apakah hasil Anda di Kahoot! mencerminkan pemahaman Anda terhadap materi? Mengapa?
Jawaban	Beberapa sih iyaa sih,beberapa ada yg beruntung,beberapa ada yg nggak paham,ada yg memang paham
Pertanyaan	Seberapa mudah Anda memahami instruksi dan menjawab pertanyaan di Kahoot!?
Jawaban	Jelas mudah si,masuk,pilih avatar dan langsung kuis ,di pertanyaan nya juga tinggal tekan karna ada 2 opsi benar salah sama pilgan.jadi enak si penggunaan kahoot! ini
Pertanyaan	Apakah tingkat kemudahan atau kompleksitas Kahoot! memengaruhi kemauan Anda untuk berpartisipasi aktif? Mengapa?
Jawaban	Jelas lebih semangat,avatar nya kan lucu-lucu apalagi cewek-cewek juga suka ganti-ganti avatar atau karakternya
Pertanyaan	Apakah kemudahan penggunaan membuat Anda tertarik untuk menggunakan Kahoot! kembali di perkuliahan selanjutnya?
Jawaban	Jelas kalo bisa segala mata kuliah pake kahoot! biar seru
Pertanyaan	Bagaimana kendala teknis, seperti koneksi internet atau keterlambatan sistem, memengaruhi kenyamanan dan kepercayaan diri Anda saat menggunakan Kahoot!?
Jawaban	Kalo di kahoot itu misalkan kadang jaringan kita buruk dia nglag,kitah dah jawab di detik 1 tiba-tiba di detik 5 baru terpencet jawab.jadi kurang nyaman kalo pd tetep si nggak ngaruh
Pertanyaan	Apakah kendala tersebut membuat Anda kurang termotivasi atau kurang serius dalam mengikuti aktivitas? Mengapa?
jawaban	Ngurangi motivasi dan jadi kurang serius lagi itu pasti ,jadi kesal.meskipun gitu tetep harus ngejar lagi
Pertanyaan	Menurut Anda, apakah dukungan teknis yang lebih baik akan meningkatkan keterlibatan Anda dalam penggunaan Kahoot!?
jawaban	Pasti

ITEM BLOOKET AKA

Pertanyaan	Bagaimana pendapat Anda tentang penggunaan Blooket dalam membantu memahami materi Instructional Planning?
Jawaban	Jelas bantu mahami materi tapi kesal si karna ada vitur-fitur itu
Pertanyaan	Dibandingkan dengan asesmen formatif biasa, manfaat apa yang Anda peroleh ketika menggunakan Blooket?

Jawaban	Kalo dibandingkan kayaknya sama aja ,tapi blooket jelas lebih dak adil
Pertanyaan	Menurut Anda, bagaimana Blooket membantu Anda merefleksikan perkembangan belajar selama mengikuti mata kuliah Instructional Planning?
Jawaban	Membantu si sebenarnya.meskipun semua orang kompetitif semua,tapi kompetitifnya dalam mencuri poin.dan dari sosl-soal yg di ulang juga disanalah bantunya
Pertanyaan	Bagaimana pendapat Anda tentang elemen permainan dalam Blooket, seperti kejadian acak atau sistem poin?
Jawaban	System curi poin itu bagus si kalo untuk kompetitif tapi kalo untuk nilai harusnya jangan berdasarkan poin kan ada bera yg di jawab,berapa yg benar dan berapa yg salahnya .kalo berdasarkan berapa yg benar itu enak,kalo berdasarkan poin kadang yg paling bawah tu yg benar 1 dapet maling poin enak nian
Pertanyaan	Apakah elemen tersebut membuat pembelajaran lebih menyenangkan atau justru mengalihkan fokus dari materi? Mengapa?
Jawaban	Karna nya berulang jadi jawabannya jadi ingat,kalo fokus si tetep fokus tapi kalo poin dah di ambil kesel si
Pertanyaan	Apakah Anda mengikuti Blooket lebih karena keseruannya atau karena ingin mendapatkan skor tinggi? Bisa dijelaskan alasannya?
Jawaban	Lebih ke jawab soal yg bener,kadang ngga hoki kalo salah pilih box
Pertanyaan	Seberapa efektif Blooket dalam membantu Anda mengingat atau memperkuat materi Instructional Planning?
Jawaban	Sangat efektif sama kayak kahoot karna sistemnya kompetitif mana nya repetitive kan jadi inget tentang pertanyaan nya itu
Pertanyaan	Bagaimana mekanisme permainan, seperti pengulangan, hadiah, atau kejadian acak, memengaruhi fokus Anda saat menjawab pertanyaan?
Jawaban	Buat kadang ngga fokus dan kesal
Pertanyaan	Menurut Anda, apakah Blooket memungkinkan proses berpikir yang lebih mendalam dibandingkan Kahoot!? Mengapa?
Jawaban	Kalo di bandingkan kahoot! lebih bagus kahoot si kalo mau mendalam,karna kahoot jarang pertanyannya di ulang
Pertanyaan	Bagaimana pengaruh teman sekelas terhadap partisipasi Anda saat menggunakan Blooket?
Jawaban	Sangat berpengaruh karna itu lebih ke kompetitif bisa maling,bisa dikurangi oleh system ,bisa dikurang atau ditambah juga poin kita
Pertanyaan	Apakah performa teman membuat Anda lebih fokus pada pembelajaran atau lebih terdorong pada kompetisi? Mengapa?
Jawaban	Sangat pengaruh missal aku,dan 2 teman lainnya posisi paling atas tiba-tiba di maling sama temen yg lain naitu yg buat kesal nian,sangat berpengaruh nian itu

Pertanyaan	Bagaimana perasaan Anda ketika hasil permainan Anda dibandingkan dengan hasil teman-teman lain?
Jawaban	kesal si kalo poin kita rendah, apalagi kalo yg diatas itu njawab soal cuman berapa dan dapet maling poin ngambil yg saya enak nian itu jadi kesal
Pertanyaan	Apakah Anda merasa dosen mengharapkan partisipasi yang serius saat Blooket digunakan di kelas? Mengapa?
Jawaban	Kalo system awalkan emang dari poin, tapi kan kalo poin itu kadang pure dari system jadi lebih bagus mr liat itu dari berapa yg terjawab, benar berapa dan salahnya berapa darisana si. meskipun ini ada permainannya ya tapi tetep serius jawab soalnya
Pertanyaan	Apakah sistem skor dalam Blooket membuat Anda merasa sedang dievaluasi meskipun sifatnya asesmen formatif?
Jawaban	Iyaa dengan dinilai dari jumlah yg terjawab dan berapa benar dan salah disanalah ngerasa di evaluasi
Pertanyaan	Apakah cara Anda berpartisipasi akan berbeda jika Blooket disajikan murni sebagai permainan pembelajaran?
Jawaban	Kurang menarik kalo ngga ada fitur, tapi itulah yg membuat menegangkan, seru sih jadi ada bersaingnya gitu disbanding yg biasa
Pertanyaan	Seberapa percaya diri Anda saat menjawab pertanyaan dalam Blooket?
Jawaban	Kalo pd ya pd lah karna kan soalnya brulang jadi kita jadi tau apa yg salah dan jawaban yg benarnya apa
Pertanyaan	Apakah elemen permainan memengaruhi kepercayaan diri Anda, baik meningkat maupun menurun? Mengapa?
Jawaban	Mempengaruhi kepercayaan diri kadang, misalnya meskipun kita tau jawabannya karna kita mau ngebalas jadi kita mencet malah salah, jadi membuat kita ngerasa panik, dan di soal selanjutnya itu sedikit-sedikit menurun malah kadang lupa jadi ngga pd lagi
Pertanyaan	Apakah Anda merasa dapat mengendalikan performa Anda saat menggunakan Blooket? Bisa dijelaskan?
Jawaban	mudah si sebenarnya, ngga terlalu ribetla, ngga ada strategi emang murni system jadi ngga bisa berstrategi kecuali kalo mau maling poin nian
Pertanyaan	Seberapa mudah Anda memahami aturan permainan dan menjawab pertanyaan dalam Blooket?
Jawaban	Mudah si jelas, tinggal jalankan aja kalo di blooket
Pertanyaan	Apakah variasi mode permainan membuat Blooket lebih mudah atau justru lebih sulit digunakan? Mengapa?
Jawaban	Sebenarnya yg harta karun itu mudah-mudah aja si, tinggal ngikutin tinggal jawab terus pilih box
Pertanyaan	Apakah kemudahan penggunaan memengaruhi motivasi Anda untuk terlibat secara aktif dalam pembelajaran?

Jawaban	Sebenarnya blooket bagus juga kalo mau di pakai di matkul lain,jelas menimbulkan kompetisi karna pertanyaan repetitive jadi ingat
Pertanyaan	Bagaimana kendala teknis memengaruhi pengalaman Anda saat menggunakan Blooket?
Jawaban	Kalo kendala di bloket blum ada ngalamin
Pertanyaan	Apakah kendala tersebut berdampak pada fokus atau kepercayaan diri Anda selama aktivitas berlangsung?
Jawaban	Jika ada kendala nge lag pasti berdampak ke fokus kita dan pd juga
Pertanyaan	Apakah berkurangnya kendala teknis akan membuat Anda lebih bersedia menggunakan Blooket di perkuliahan berikutnya?
Jawaban	Iya pasti

ITEM KAHOOT! DFH

Pertanyaan	Menurut Anda, bagaimana penggunaan Kahoot! membantu Anda memahami materi Instructional Planning di kelas?
Jawaban	Bisa memberikan pemahaman lebih baik gitu,karena setelah mempelajari di materi sebelumnya lalu di test dengan game,menurut saya itu merupakan suatu hal yg bagus karena itu membuat daya ingat kita tu bisa lebih melekat gitu pada materi
Pertanyaan	Jika dibandingkan dengan asesmen formatif konvensional, manfaat pembelajaran apa yang paling anda rasakan dari Kahoot!?
Jawaban	Lebih menyenangkan karena adanya game seperti itu merupakan suatu hal yg baru bagi saya sendiri.saya juga merasakan manfaat langsung meningkatkan pemahaman kita gitu di materinya
Pertanyaan	Apakah Kahoot! membantu Anda mengetahui bagian materi yang sudah Anda kuasai dan bagian yang masih sulit dipahami? Bisa dijelaskan?
Jawaban	Lebih menyenangkan karena adanya game seperti itu merupakan suatu hal yg baru bagi saya sendiri.saya juga merasakan manfaat dia langsung meningkatkan pemahaman kita gitu di materinya
Pertanyaan	Bagaimana perasaan Anda terhadap suasana kompetitif dalam Kahoot!, seperti adanya batas waktu dan papan peringkat?
Jawaban	Membantu sekali,karena di saat menjawab pertanyaan ada beberapa yg tau ada yg nggak ingat gitu. Jadi dari kahoot ini bisa membantu memahami materi gitu yg kita lupa atau tidak mengerti gitu,apalagi dengan adanya waktu jadi membuat kita cepet njawab pertanyaannya
Pertanyaan	Apakah fitur-fitur tersebut membuat proses belajar terasa lebih menyenangkan atau justru menegangkan bagi Anda? Mengapa?
Jawaban	Jujur saja kalo saya sendiri merasa kompetitif ya.karena setiap kita menjawab pertanyaan mau benar atau salah langsung ada peringkat gitu jadi memotivasi saya sendiri gitu untuk menjadi yg paling tinggi peringkatnya,itu suatu yg menyenangkan bisa di bilang berkompetisi ya dengan teman sekelas jadi perasaan saya tu kayak memicu adrenalin untuk mendapatkan peringkat
Pertanyaan	Menurut Anda, apakah Kahoot! tetap menarik untuk diikuti jika tidak menampilkan skor atau peringkat?
Jawaban	Kalo saya si lebih menyenangkan pastinya,dengan adanya konsep kahoot ini dimana membuat kita tu lebih berfikir gitu,mengingat kembali materi yg telah kita pelajari,terus lebih menyenangkan
Pertanyaan	Menurut Anda, seberapa efektif Kahoot! dalam membantu Anda mengingat dan memperkuat konsep Instructional Planning?
Jawaban	Sangat efektif,karena setelah kita mempelajari materi kita pelajari dan langsung di test di kahoot ini menurut saya itu sangat membantu mengingat kembali materi dan lebih memahami lebih dalam
Pertanyaan	Bagaimana pengaruh batas waktu terhadap cara Anda berpikir dan memahami pertanyaan?

Jawaban	Menurut saya batas waktu ini merupakan sesuatu yg bagus gitu bisa dibilang itu membuat kita berfikir lebih cepat kita harus menghasilkan decision making yg baik gitu jangan terlalu lama karena ada batas waktu juga. Jadi batas waktu ini bagus untuk memicu
Pertanyaan	Apakah Kahoot! mendorong Anda untuk menjawab dengan cepat atau untuk berpikir lebih matang? Mengapa demikian?
Jawaban	Iyaa membantu gitu,dimana kita kalo lebih cepat semakin tinggi skor nya jadi otomatis itu membuat pikiran kita untuk mencari jawaban yg benar dengan cepat gitu otomatis untuk mengambil keputusan jawaban yg benar gitu
Pertanyaan	Bagaimana pengaruh teman sekelas terhadap cara Anda berpartisipasi dalam aktivitas Kahoot!?
Jawaban	Kalo pengaruh lebih ke misalkan kalo teman kita punya skor yg lebih tinggi,itu pengaruh ke motivasi kita untuk mendapatkan jawaban yg benar dan lebih cepat gitu,jadi pengaruhnya itu ke motivasi untuk menjadi lebih baik ke skor yg lebih tinggi. Kalo di interaksi juga ada pengaruh lebih ke misal ga tau jawabannya gitu,terus waktunya tinggal sedikit ya pengaruhnya apayaa terburu-buru dan panik gitu secara otomatis kita pilih jawaban yg bisa jadi salah
Pertanyaan	Ketika teman terlihat antusias atau memperoleh skor tinggi, apakah hal tersebut memotivasi Anda atau justru membuat Anda merasa tertekan?
Jawaban	Lebih termotivasi,karena saya si jiwa saya kompetitif yaa jadi saya ga mau kalah gitu,kalo misalkan ada yg skor nya lebih tinggi ya kenapa saya tidak gitu
Pertanyaan	Apakah performa teman lain memengaruhi keseriusan Anda dalam mengikuti Kahoot!? Mengapa?
Jawaban	Ya pasti itu,dengan adanya teman-teman yg mendapatkan hasil yg lebih baik berarti kita harus serius gitu masa kita tertinggal dari teman yg lain gitu
Pertanyaan	Apakah Anda merasa dosen mengharapkan Anda menjawab pertanyaan Kahoot! dengan benar karena materi sudah dijelaskan sebelumnya? Mengapa?
Jawaban	Ya menurut saya pasti yaa,pasti setelah menjelaskan materi pasti harapannya kita mengerti dengan materi yg di jelaskan sebelumnya.kalo misalkan kita ngga paham mungkin mr merasa apakah saya kurang yg menjelaskan gitu
Pertanyaan	Apakah Anda merasa ada tekanan untuk tampil baik agar tidak dianggap kurang siap atau kurang memperhatikan? Mengapa?
Jawaban	Kalo saya lebih takut missal dinggap tidak mengerti,misalnya saya orang benar semua dan saya salah sendiri na saya merasa takut ni kok saya yg salah sendiri ,mungkin saya dianggap ngga paham materi ini,yg dijelaskan sebelumnya gitu

Pertanyaan	Menurut Anda, apakah partisipasi Anda akan berbeda jika Kahoot! tidak dinilai atau tidak terlalu ditekankan oleh dosen?
Jawaban	Enggak papa,karena inikan untuk meningkatkan pemahaman kanwalaupun ngga masuk penilaian menurut saya ngga paa si karena membantu kita dalam memahami materi gitu
Pertanyaan	Seberapa percaya diri Anda saat menjawab pertanyaan dalam Kahoot!?
Jawaban	Kalo saya sendiri missal mengerti dengan materi otomatis saya akan sangat pd dengan jawaban itu
Pertanyaan	Bagaimana tingkat kepercayaan diri tersebut memengaruhi fokus dan keterlibatan Anda selama aktivitas berlangsung?
Jawaban	Kalo saya enggak mempengaruhi,harus benar gitu jawabannya meskipun udah salah tapi di selanjutnya harus benar,lebih pd gitu
Pertanyaan	Menurut Anda, apakah hasil Anda di Kahoot! mencerminkan pemahaman Anda terhadap materi? Mengapa?
Jawaban	Iyaa mencerminkan karena kahoot ini diberikan karena di Instructional Planning ini materi-materi yg untuk meningkatkan pemahaman kita gitu.kalo misalkan cuman setengah dari jumlah soal yg benar itu termasuk kurang paham si sama materi
Pertanyaan	Seberapa mudah Anda memahami instruksi dan menjawab pertanyaan di Kahoot!?
Jawaban	Menurut saya si mudah.mulai dari memilih soal,mekanisme penilaian bagaiman peringkat semuanya ngga susah deh,mudah dipahami.
Pertanyaan	Apakah tingkat kemudahan atau kompleksitas Kahoot! memengaruhi kemauan Anda untuk berpartisipasi aktif? Mengapa?
Jawaban	Ya mempengaruhi si,malah membuat saya ingin main terus gitu,untuk mengikuti tes kahoot
Pertanyaan	Apakah kemudahan penggunaan membuat Anda tertarik untuk menggunakan Kahoot! kembali di perkuliahan selanjutnya?
Jawaban	Kalo saya si tertarik gitu,tapi ngga harus setiap minggu gitu ,ya paling jangan tiap minggu biar ngga bosan
Pertanyaan	Bagaimana kendala teknis, seperti koneksi internet atau keterlambatan sistem, memengaruhi kenyamanan dan kepercayaan diri Anda saat menggunakan Kahoot!?
Jawaban	Ya pasti itu misalkan koneksi lambat itu otomatis kecepatan kita menjawab soal mempengaruhi gitu apalagi dalam penilain benar atau salahnya gitu menurut sayai tu sangat mengganggu gitu
Pertanyaan	Apakah kendala tersebut membuat Anda kurang termotivasi atau kurang serius dalam mengikuti aktivitas? Mengapa?
jawaban	Otomatis yaa mungkin merasa lebih malas gitu,apalagi missal 2/3 soal terlewat karna habis waktu otomatis itu ngga bisa lagi mendapat peringkat yg lebih tinggi gitu mood kita lebih turun
Pertanyaan	Menurut Anda, apakah dukungan teknis yang lebih baik akan meningkatkan keterlibatan Anda dalam penggunaan Kahoot!?

jawaban	pastinya gitu ,semuanya bagus ngga ada masalah menurut saya lebih membuat kita termotivasi untuk mengikuti kahoot gitu
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ITEM BLOOKET DFH

Pertanyaan	Bagaimana pendapat Anda tentang penggunaan Blooket dalam membantu memahami materi Instructional Planning?
Jawaban	Menurut saya blooket ini bagus ya,karena kebanyakan pertanyaannya itu berulang gitu,paling yg berpindah itu cuman posisi pilihan jawabannya itu. Menurut saya blooket ini malah membuat kita semakin lengket dalam memahami materi karena berulang
Pertanyaan	Dibandingkan dengan asesmen formatif biasa, manfaat apa yang Anda peroleh ketika menggunakan Blooket?
Jawaban	Manfaatnya ya karna pertanyaan nya berulang gitu jadi blooket lebih mending daripada formatif biasa
Pertanyaan	Menurut Anda, bagaimana Blooket membantu Anda merefleksikan perkembangan belajar selama mengikuti mata kuliah Instructional Planning?
Jawaban	Menurut saya iya sih,dengan kita mengikuti blooket ini pasti merefleksikan seberapa paham kita dengan materi itu
Pertanyaan	Bagaimana pendapat Anda tentang elemen permainan dalam Blooket, seperti kejadian acak atau sistem poin?
Jawaban	Menurut saya ini adalah hal yg paling menyebalkan gitu,kita udah jawabannya bener poinnya udah tinggi malah dicuri sama temen menurut saya itu merupakan hal yg membuat saya ngga nyaman gitu
Pertanyaan	Apakah elemen tersebut membuat pembelajaran lebih menyenangkan atau justru mengalihkan fokus dari materi? Mengapa?
Jawaban	Dia itu bisa membuat kita menyenangkan gitu kalo misalkan kita mencuri poin tapi kalo sebaliknya kita dicuri poinnya menurut saya menyebalkan itu malah bisa membuat fokus kita teralihkan gitu
Pertanyaan	Apakah Anda mengikuti Blooket lebih karena keseruannya atau karena ingin mendapatkan skor tinggi? Bisa dijelaskan alasannya?
Jawaban	Kalo saya sih dua-duanya gitu,skornya dapat poinnya juga dapat
Pertanyaan	Seberapa efektif Blooket dalam membantu Anda mengingat atau memperkuat materi Instructional Planning?
Jawaban	Ya efektif sih karena blooket ini kan pertanyaannya berulang gitu menurut saya itu bisa membuat kita memahami materi gitu
Pertanyaan	Bagaimana mekanisme permainan, seperti pengulangan, hadiah, atau kejadian acak, memengaruhi fokus Anda saat menjawab pertanyaan?
Jawaban	Kalo saya sih enggak ya,karena diatu itu-itu aja pertanyaannya gitu ngga ada

Pertanyaan	Menurut Anda, apakah Blooket memungkinkan proses berpikir yang lebih mendalam dibandingkan Kahoot!? Mengapa?
Jawaban	Kalo menurut saya sih blooket ini misalkan pertanyaannya sebanyak kahoot ya mungkin bisa,karena blooket in ikan pertanyaannya lebih sering berulang gitu.jadi kalo misalkan kita salah tetapi kalo kita ketemu soal yg sama lagi pasti dah tau jawaban yg benernya walaupun sebelumnya kita salah gitu kan,menurut saya iya sih bisa membuat kita lebih paham karena berulang pertanyannya
Pertanyaan	Bagaimana pengaruh teman sekelas terhadap partisipasi Anda saat menggunakan Blooket?
Jawaban	Kalo pengaruhnya itu pengaruh ke motivasi untuk mendapatkan jawaban yg benar dan lebih cepat gitu dan pastinya dengan adanya pencurian poin itu yg sering banyak interaksi jadinya
Pertanyaan	Apakah performa teman membuat Anda lebih fokus pada pembelajaran atau lebih terdorong pada kompetisi? Mengapa?
Jawaban	Pasti ingin membalas gitu,missal poin kita dicuri ya kita harus bisa mencuri balik supaya poin nya tinggi lagi menurut saya jadi motivasi gitu untuk membalas
Pertanyaan	Bagaimana perasaan Anda ketika hasil permainan Anda dibandingkan dengan hasil teman-teman lain?
Jawaban	Kalo menurut saya tidak masalah disbanding-bandingkan karena menurut saya yg dosen liat itu seberapa banyak kita menjawab pertanyaanitu,kalo sekedar poin itu ya hanya sekedar untuk senang-senang aja gitu, jadi kalo ada poin dicuri dan segala macam itu menurut saya tidak perlu karena yg penting seberapa banyak kita menjawab soal yg benar gitu
Pertanyaan	Apakah Anda merasa dosen mengharapkan partisipasi yang serius saat Blooket digunakan di kelas? Mengapa?
Jawaban	Ya pastinya gitu dengan kita berpartisipasi secara serius ya kita menjawab soal kuis dengan serius juga dan menampilkan kita dalam memahami materi
Pertanyaan	Apakah sistem skor dalam Blooket membuat Anda merasa sedang dievaluasi meskipun sifatnya asesmen formatif?
Jawaban	Menurut saya sih iyaa,karena Mr ingin lihat kita terevaluasi karena memberikan pertanyaan untuk mengetahui apakah kita memahami materi yg telah diberikan sebelumnya gitu
Peryanyaan	Apakah cara Anda berpartisipasi akan berbeda jika Blooket disajikan murni sebagai permainan pembelajaran?
Jawaban	Menurut saya sih ngga papa,karena suatu hal yg bagus gitu. Supaya kita belajarnya ngga boring /bosan gitu menurut saya
Pertanyaan	Seberapa percaya diri Anda saat menjawab pertanyaan dalam Blooket?
Jawaban	Kalo saya sendiri sih percaya diri ya karena lumayan tinggi sbenernya kepercayaan diri saya karena kalo kita udah memahami materi yg kita pelajari sebelumnya menjawab pertanyaan di

	blooket itu pasti kita lebih PD gitu menjawabnya,apalagi di blooket ini pertanyaannya diulang gitu ya sehingga kalo isalnya kita salah satu kali masih bisa ketemu lagi di soal itu sehingga kita bisa mengoreksi dan mendapatkan jawaban yg benar gitu
Pertanyaan	Apakah elemen permainan memengaruhi kepercayaan diri Anda, baik meningkat maupun menurun? Mengapa?
Jawaban	Kalo menurut saya ngga ada menurun si,malah kalo meningkat enggak si,biasa aja gitu ngga meningkat ataupun menurun karena walaupun poin kita diambil ya menurut saya si ngga terlalu jengkel si ada tapi kalo missal jawaban kita benar itu si yg saya liat yg membuat lebih PD
Pertanyaan	Apakah Anda merasa dapat mengendalikan performa Anda saat menggunakan Blooket? Bisa dijelaskan?
Jawaban	Kalo menjawab soal bisa,kalo mengendalikan system seperti box/kotak sepertinya tidak bisa.blooket itu sistemnya gin ikan kayak kalo poinnya itu acak gitu kan jadi ngga bisa dikendalikan.
Pertanyaan	Seberapa mudah Anda memahami aturan permainan dan menjawab pertanyaan dalam Blooket?
Jawaban	Kalo memahami permainan si lumayan mudah jadi booket itu mudah dipahami,lumayan mudah la ngga susah dipahami
pertanyaan	Apakah variasi mode permainan membuat Blooket lebih mudah atau justru lebih sulit digunakan? Mengapa?
Jawaban	Ya lebih mudah,dari permainan dan juga materi ituimbang si karena permainannya juga lebih ke untuk memahami materi gitu,menurut saya lebih keimbang mudah
Pertanyaan	Apakah kemudahan penggunaan memengaruhi motivasi Anda untuk terlibat secara aktif dalam pembelajaran?
Jawaban	Ya pastinya iya,semakin mudah keterlibatan makin lebih termotivasi untuk mengikuti kuisnya gitu,apalagi dengan sistem curi poin dll itu membuatnya lebih seru
Pertanyaan	Bagaimana kendala teknis memengaruhi pengalaman Anda saat menggunakan Blooket?
Jawaban	Kalo kendala ngga ada si mungkin paling ke koneksi yg terputus gitu
Pertanyaan	Apakah kendala tersebut berdampak pada fokus atau kepercayaan diri Anda selama aktivitas berlangsung?
Jawaban	kalo berdampak ke kepercayaan diri si mungkin lebih ke ngga nyaman gitu karena nanti kita ketinggalan untuk menjawab soal dengan banyak benarnya gitu kareana waktunya nanti tinggal dikit lagi
Pertanyaan	Apakah berkurangnya kendala teknis akan membuat Anda lebih bersedia menggunakan Blooket di perkuliahan berikutnya?
Jawaban	enggga masalah si walaupun gitu,mungkin ngga terlalu sering ya ada jedanya gitu ngga setiap minggu

ITEM KAHOOT! DIS

Pertanyaan	Menurut Anda, bagaimana penggunaan Kahoot! membantu Anda memahami materi Instructional Planning di kelas?
Jawaban	Sangat membantu,karena kalo pake kahoot seperti review itu materi yg udah kita pelajari tadi kan jadi lebih paham
Pertanyaan	Jika dibandingkan dengan asesmen formatif konvensional, manfaat pembelajaran apa yang paling Anda rasakan dari Kahoot!?
Jawaban	Lebih bermanfaat yaa,karna kalo formatif asesmen seperti lisan atau tulis itu seperti formal
Pertanyaan	Apakah Kahoot! membantu Anda mengetahui bagian materi yang sudah Anda kuasai dan bagian yang masih sulit dipahami? Bisa dijelaskan?
Jawaban	Ada materinya itu yg mudah di pahami,dan ada juga yg singkat-singkat gitu,pas masuk di kuis kahoot tuh oh jadi ini ya jawabannya
Pertanyaan	Bagaimana perasaan Anda terhadap suasana kompetitif dalam Kahoot!, seperti adanya batas waktu dan papan peringkat?
Jawaban	Mungkin tegang ada terus rasa otomatis pengen bersaing sama temen gitu. Soalnya kalo di kahoot yg paham materi otomatis dapet nilai yg tinggi kan,jadi lebih berusaha juga gitu
Pertanyaan	Apakah fitur-fitur tersebut membuat proses belajar terasa lebih menyenangkan atau justru menegangkan bagi Anda? Mengapa?
Jawaban	Menyenangkan ,pertama yaa karna langsung muncul feedback benar atau salah dan interaksi sama teman juga lebih terasa karena kompetitif gitu tapi kadang juga ada yg dibahas bareng jawabannya apa gitu
Pertanyaan	Menurut Anda, apakah Kahoot! tetap menarik untuk diikuti jika tidak menampilkan skor atau peringkat?
Jawaban	Kayaknya enggak deh,karena itu yg membuatnya menarik
Pertanyaan	Menurut Anda, seberapa efektif Kahoot! dalam membantu Anda mengingat dan memperkuat konsep Instructional Planning?
Jawaban	Lumayan efektif karena sesudah kita belajar tadi dan di kuis nya kayak (oh ini yaa yg tadi) pas baca soalnya
Pertanyaan	Bagaimana pengaruh batas waktu terhadap cara Anda berpikir dan memahami pertanyaan?
Jawaban	Ya sangat berpengaruh,apalagi kalo soalnya udah yg berat – berat nanti jawabnya pas di waktu mau habis biasanya
Pertanyaan	Apakah Kahoot! mendorong Anda untuk menjawab dengan cepat atau untuk berpikir lebih matang? Mengapa demikian?
Jawaban	Iyaa sangat mendorong,karena soal-soalnya masih umum-umum dan jelas perintahnya,meskipun ga buka catatan juga kita bisalah menggunakan pemahaman kita tadi jadi masi bisa di usahakan
Pertanyaan	Bagaimana pengaruh teman sekelas terhadap cara Anda berpartisipasi dalam aktivitas Kahoot!?

Jawaban	Otomatis banyak reaksi,kan untuk materi tadi sudah belajar,dan bisa baca catatan tapi pas waktunya mepet jadi diskusinya ke kawan.
Pertanyaan	Ketika teman terlihat antusias atau memperoleh skor tinggi, apakah hal tersebut memotivasi Anda atau justru membuat Anda merasa tertekan?
Jawaban	Memotivasi karena memang,kalo kahoot itu kan emang untuk belajar sama – sama dan kompetitif juga jadi kalo ada yg lebih tinggi yaa termotivasi
Pertanyaan	Apakah performa teman lain memengaruhi keseriusan Anda dalam mengikuti Kahoot!? Mengapa?
Jawaban	Tidak karena yaa fokus ke pemahaman diri sendiri kalo misalnya dia hoki yaa enggak akan selamanya ada di atas jadi yaa enggak berpengaruh si
Pertanyaan	Apakah Anda merasa dosen mengharapkan Anda menjawab pertanyaan Kahoot! dengan benar karena materi sudah dijelaskan sebelumnya? Mengapa?
Jawaban	Iyaa pastinya mr berharap seperti itu karena materinya barusan aja di jelaskan. Jadi mastiin kalo kita udah belajar itu enggak kosong banget adalah yg nyangkutnya gitu
Pertanyaan	Apakah Anda merasa ada tekanan untuk tampil baik agar tidak dianggap kurang siap atau kurang memperhatikan? Mengapa?
Jawaban	Idak terlalu tertekan yaa karena sesuai juga kalo missal banyak yg ngga bis akita jawab berarti ya memang materinya itu belum tersampaikan atau belum ngerti
Pertanyaan	Menurut Anda, apakah partisipasi Anda akan berbeda jika Kahoot! tidak dinilai atau tidak terlalu ditekankan oleh dosen?
Jawaban	Tidak,karna kuiskan untuk mengecek materi yg sudah di pelajari tadi paham atau tidak,meskipun ngga dinilai tetep exited belajarnya jadi bukan belajar karna ada kuis dan dinilai gitu
Pertanyaan	Seberapa percaya diri Anda saat menjawab pertanyaan dalam Kahoot!?
Jawaban	Sangat percaya diri karena selain kita dah belajar tadi,mr juga ngebolehin buka catatan kan jadi ya pd
Pertanyaan	Bagaimana tingkat kepercayaan diri tersebut memengaruhi fokus dan keterlibatan Anda selama aktivitas berlangsung?
Jawaban	Tidak meskipun gitu tetep fokus ke soalnya,missal kalo kita bahas sama kawan juga belum tentu jadi tetep pd dan fokus aja ke soalnya
Pertanyaan	Menurut Anda, apakah hasil Anda di Kahoot! mencerminkan pemahaman Anda terhadap materi? Mengapa?
Jawaban	Iyaa mencerminkan,kalo dia belajar ya nilainya bagus dan tinggi tapi kalo dia ngga belajar atau ada yg hoki yaa ngga selamanya juga dia ada di rank atas ada saatnya nanti turun
Pertanyaan	Seberapa mudah Anda memahami instruksi dan menjawab pertanyaan di Kahoot!?

Jawaban	Kalo intruksi lumayan mudah karna tinggal login dan jawab pertanyaan dengan pilihan ganda ataupun opsi benar salah
Pertanyaan	Apakah tingkat kemudahan atau kompleksitas Kahoot! memengaruhi kemauan Anda untuk berpartisipasi aktif? Mengapa?
Jawaban	Betul mempengaruhi, karna kalo semuanya mudah ya pastinya pengen lebih aktif gitu
Pertanyaan	Apakah kemudahan penggunaan membuat Anda tertarik untuk menggunakan Kahoot! kembali di perkuliahan selanjutnya?
Jawaban	Kalo menurut aku iya tetep pakai
Pertanyaan	Bagaimana kendala teknis, seperti koneksi internet atau keterlambatan sistem, memengaruhi kenyamanan dan kepercayaan diri Anda saat menggunakan Kahoot!?
Jawaban	Lumayan mempengaruhi, apalagi kalo misalkan yg kita itu terkeluar sementara yg temen lanjut itu bisa skip berapa soal jadi mempengaruhi
Pertanyaan	Apakah kendala tersebut membuat Anda kurang termotivasi atau kurang serius dalam mengikuti aktivitas? Mengapa?
jawaban	Tetep kompetitif si, kalo misal berenti ya nilainya anjlok nian, selama masih ada waktu ya lanjut aja gitu
Pertanyaan	Menurut Anda, apakah dukungan teknis yang lebih baik akan meningkatkan keterlibatan Anda dalam penggunaan Kahoot!?
jawaban	Iyaa betul bisa meningkatkan keterlibatan

ITEM BLOOKET DIS

Pertanyaan	Bagaimana pendapat Anda tentang penggunaan Blooket dalam membantu memahami materi Instructional Planning?
Jawaban	Kalo untuk memahami materi sangat bisa sih,
Pertanyaan	Dibandingkan dengan asesmen formatif biasa, manfaat apa yang Anda peroleh ketika menggunakan Blooket?
Jawaban	Masi mending blooket ini dari pada yang biasa atau konvensional
Pertanyaan	Menurut Anda, bagaimana Blooket membantu Anda merefleksikan perkembangan belajar selama mengikuti mata kuliah Instructional Planning?
Jawaban	Kalo menurut aku sebenarnya ada sisi membantunya jadi tergantung sama kitanya. membantu iya, menyenangkan juga iya
Pertanyaan	Bagaimana pendapat Anda tentang elemen permainan dalam Blooket, seperti kejadian acak atau sistem poin?
Jawaban	Sebenarnya mungkin lumayan kesel ya karena kita dah usaha jawab yg benar tapi kita malah dapet yg zonk atau berkurang itu si yg bikin kesel nya. cuman kalo kita dapet yg bisa nyuri poin gitu ya otomatis menyenangkan jadi lebih kompetitif di blooket ini disitu
Pertanyaan	Apakah elemen tersebut membuat pembelajaran lebih menyenangkan atau justru mengalihkan fokus dari materi? Mengapa?

Jawaban	Kalo menurut aku lebih fokus karena kalo mau dapat poin ya kita harus jawab benar dulu
Pertanyaan	Apakah Anda mengikuti Blooket lebih karena keseruannya atau karena ingin mendapatkan skor tinggi? Bisa dijelaskan alasannya?
Jawaban	Efektif aja karena di ulang-ulang gitu
Pertanyaan	Seberapa efektif Blooket dalam membantu Anda mengingat atau memperkuat materi Instructional Planning?
Jawaban	Lebih fokus karena lebih familiar gitu, misah oh ini soal yg tadi (misal tadi salah ya sekarang dah tau jawabannya bisa bener gitu)
Pertanyaan	Bagaimana mekanisme permainan, seperti pengulangan, hadiah, atau kejadian acak, memengaruhi fokus Anda saat menjawab pertanyaan?
Jawaban	Kayaknya lebih ke kahoot deh kalo yg mendalam tentang materi ya
Pertanyaan	Menurut Anda, apakah Blooket memungkinkan proses berpikir yang lebih mendalam dibandingkan Kahoot!? Mengapa?
Jawaban	Mungkin yg pas curi-curi poin na, mungkin ada orang yg nargetin, sebenarnya lebih kompetitif aja cuman yg ada orang pinter terus dia jadi target gitu
Pertanyaan	Bagaimana pengaruh teman sekelas terhadap partisipasi Anda saat menggunakan Blooket?
Jawaban	Termotivasi untuk berkompetisi jadi ya menyenangkan kompetitif gitu. ya walaupun ada yg pinter ada yg lumayan gitu cuman karena itu curi-curi poin jadi ya pengen kompetitif aja sama orang lain
Pertanyaan	Apakah performa teman membuat Anda lebih fokus pada pembelajaran atau lebih terdorong pada kompetisi? Mengapa?
Jawaban	Kadang malu sih, karna pake poin ini jadi untung-untungan kan siapa yg bisa nyuri ya nilainya tinggi, jadi kalo misal rendah ya malu aja gitu tapi ya tetep termotivasi gitu
Pertanyaan	Bagaimana perasaan Anda ketika hasil permainan Anda dibandingkan dengan hasil teman-teman lain?
Jawaban	Iya pasti, dan udah sesuai juga untuk evaluasi gitu. Kayaknya dari mr tetep pengen liat fokus ke materi tapi ingin liat juga kalo dikasi game masi fokus ngga ya gitu
Pertanyaan	Apakah Anda merasa dosen mengharapkan partisipasi yang serius saat Blooket digunakan di kelas? Mengapa?
Jawaban	
Pertanyaan	Apakah sistem skor dalam Blooket membuat Anda merasa sedang dievaluasi meskipun sifatnya asesmen formatif?
Jawaban	Ngga papa si kalo menurut aku, karena sama ya fitur kahoot dan blooket itu kelihatan benar berapa dan salah berapa walaupun rank poin nya rendah jadi ngga masalah sih, asal mr lihat yg bener salahnya itu
Pertanyaan	Apakah cara Anda berpartisipasi akan berbeda jika Blooket disajikan murni sebagai permainan pembelajaran?

Jawaban	Kayaknya ngga seru,missal pertanyannnya aja yg di ulang kayak kita udah paham ngapain isi yg itu gitu,yg seru itu ya permainannya itu
Pertanyaan	Seberapa percaya diri Anda saat menjawab pertanyaan dalam Blooket?
Jawaban	Lumayan percaya diri,sebenarnya ya lumayak khawatir juga karena ngga bisa jawab yg bener atau dah jawab yg bener belum tentu poin kita nambah gitu kan
Pertanyaan	Apakah elemen permainan memengaruhi kepercayaan diri Anda, baik meningkat maupun menurun? Mengapa?
Jawaban	Nambah termotivasi gitu
Pertanyaan	Apakah Anda merasa dapat mengendalikan performa Anda saat menggunakan Blooket? Bisa dijelaskan?
Jawaban	Lumayan bisa ya,apalagi yg materinya simple gitu. Pas kita jawab ya bisa apalagi kalo emang dah paham pas belajarnya,n aitu kan karena berulang otomatis peluang untuk dapat poinnya lebih banyak gitu,meskipun ada yg berkurang atau zonk.jadi kayak cepet-cepetan gitu
Pertanyaan	Seberapa mudah Anda memahami aturan permainan dan menjawab pertanyaan dalam Blooket?
Jawaban	Mungkin pas awal itu lumayan susah gitu,kan harusnya kita tap dulu baru bergeser page nya,kalo kahoot kan dia geser /pindah sendiri kita cuma tekan gitu. Terus masalah box yg poin-poin itu ya masi belum paham gitu
pertanyaan	Apakah variasi mode permainan membuat Blooket lebih mudah atau justru lebih sulit digunakan? Mengapa?
Jawaban	Kayaknya lebih mudah yg kita gunakan kemaren yaitu yg harta karun
Pertanyaan	Apakah kemudahan penggunaan memengaruhi motivasi Anda untuk terlibat secara aktif dalam pembelajaran?
Jawaban	Sangat mempengaruhi sih,apalagi kalo kita udah 2 atau 3 kali ikut kuis nya paham aturannya gitu jadi termotivasi
Pertanyaan	Bagaimana kendala teknis memengaruhi pengalaman Anda saat menggunakan Blooket?
Jawaban	Kayaknya pas login yg agak lama karena koneksi,tapi kalo di selanjutnya aman-aman
Pertanyaan	Apakah kendala tersebut berdampak pada fokus atau kepercayaan diri Anda selama aktivitas berlangsung?
Jawaban	Sebenarnya mempegaruhi fokus yak arena seharusnya kita udah join apalagi kalo temen kayak “ ayolah,ayolah gitu”. Jadi mengurangi fokus kalo pd pas njawab soal ya nggak mempengaruhi
Pertanyaan	Apakah berkurangnya kendala teknis akan membuat Anda lebih bersedia menggunakan Blooket di perkuliahan berikutnya?
Jawaban	Masi pakai

ITEM KAHOOT! JN

Pertanyaan	Menurut Anda, bagaimana penggunaan Kahoot! membantu Anda memahami materi Instructional Planning di kelas?
Jawaban	Iyaa sangat membantu ,malah buat saya dengan sistem perengkinagn jadi tertantang gitu.
Pertanyaan	Jika dibandingkan dengan asesmen formatif konvensional, manfaat pembelajaran apa yang paling Anda rasakan dari Kahoot!?
Jawaban	Kalo yg biasa tradisional biasanya tu jarang lah dikoreksi di hari tersebut jadi ngga tau nilainya langsung jadi ya ngerjain aja tugasnya tapi ngga tau nilainya,paling dikasi tau seminggu kemudian tapi kalo di kahoot itu langsung keliatan di rank gitu,jadi kita puas ada refleksi atau menilai seberapa kita paham dengan materi tapi ngga ngebosenin
Pertanyaan	Apakah Kahoot! membantu Anda mengetahui bagian materi yang sudah Anda kuasai dan bagian yang masih sulit dipahami? Bisa dijelaskan?
Jawaban	Iyaa lumayan membantu.kadang juga masi kayak oh ternyata ini ya jawabannya gitu padahal dah belajar kok salah itu kadang karna kurang fokus
Pertanyaan	Bagaimana perasaan Anda terhadap suasana kompetitif dalam Kahoot!, seperti adanya batas waktu dan papan peringkat?
Jawaban	Kalo perasaannya lebih tertantang kalo tau kita bener atau berapa jadi kalo salah ya langsung turun rangking nya gitu.jadi kayak lebih berambisi,lebih tertantang,lebih semangat.
Pertanyaan	Apakah fitur-fitur tersebut membuat proses belajar terasa lebih menyenangkan atau justru menegangkan bagi Anda? Mengapa?
Jawaban	Bisa dua-duanya tapi lebih ke menegangkan kayak harus cepet-cepet,kadang missal dah cepet-cepet jadi salah pencet gitu kan padahal dah tau jawabannya naitu jadi kesel,menegangkan tapi juga seru gitu engaging
Pertanyaan	Menurut Anda, apakah Kahoot! tetap menarik untuk diikuti jika tidak menampilkan skor atau peringkat?
Jawaban	Kayaknya enggak karena disitulah letak serunya. Kan di leadbord nya keliatan siapa di podium atau 5 besar jadi kayak ada bangga tersendiri gitu kalo masuk ke 5 besar jadi ada kepuasan sendiri aja gitu.
Pertanyaan	Menurut Anda, seberapa efektif Kahoot! dalam membantu Anda mengingat dan memperkuat konsep Instructional Planning?
Jawaban	Kalo di range 8,5 karena kalo misalkan ngaruh tu ya ngaruh cumin balik lagi pemahaman yg sesungguhnya itu di peroleh dari diri kita sendiri sebelum kahoot sama penjelasan dosen,tapi ya pas kuis juga masih keinget gitu
Pertanyaan	Bagaimana pengaruh batas waktu terhadap cara Anda berpikir dan memahami pertanyaan?

Jawaban	Kalo batas waktu itu pengaruh bikin kita jadi cepet mikir mau tidak mau,tapi kalo missal udah stuck banget pastikan udah langsung ngasal-ngasal,jadi kalo udah tau isinya ya jadi lebih cepet gitu
Pertanyaan	Apakah Kahoot! mendorong Anda untuk menjawab dengan cepat atau untuk berpikir lebih matang? Mengapa demikian?
Jawaban	Pastinya,jadi terdorong menjawab dengan cepat dan tepat biar skornya tinggi kalo cepet aja tapi salah berpengaruh ke nilai kalo cepet dan bener itu skornya tinggi.misal jawabannya bener tapi jeda dulu berapa detik baru jawab itu skornya ngga sebanding dengan yg paling cepet jawab kayak 1 detik dah jawab gitu jadi dia di atas posisinya meskipun sama-sama benar gitu
Pertanyaan	Bagaimana pengaruh teman sekelas terhadap cara Anda berpartisipasi dalam aktivitas Kahoot!?
Jawaban	Kalo pengaruh kawan pas ngerjain ya seru aja ,mereka excited lebih heboh cuman ada beberapa yg malah ngganggu fokus gitu missal kayak dia nanya-nanya itu buat kita ngga fokus
Pertanyaan	Ketika teman terlihat antusias atau memperoleh skor tinggi, apakah hal tersebut memotivasi Anda atau justru membuat Anda merasa tertekan?
Jawaban	Termotivasi untuk ngejar dan masuk ke 5 besar juga,tapi kadang ada perasaan sedih,gereget juga (ai awal tadi bener terus dah di 5 besar tapi karna salah jadi turun keluar dari 5 besar gitu) tapi udahnya termotivasi lagi
Pertanyaan	Apakah performa teman lain memengaruhi keseriusan Anda dalam mengikuti Kahoot!? Mengapa?
Jawaban	Lebih termotivasi dari temen-temen yg dia memperhatikan materi dan nilainya tinggi terus selama mengikuti kuis.itu yg mempengaruhi jadi fokus ke yg konsisen tetep di 5 besar kayak kok bisa sedangkan saya nggak jadi itu yg di jadiin tolak ukur kayak harus ngalahin dia gitu
Pertanyaan	Apakah Anda merasa dosen mengharapkan Anda menjawab pertanyaan Kahoot! dengan benar karena materi sudah dijelaskan sebelumnya? Mengapa?
Jawaban	Pastinya berharap kita punya daya serap yg bagus gitu dari penjelasan yg cukup lengkap,pasti harapannya gitu,tapi lebih ke anak ini paham ngga dengan materinya yg di pelajari kayak hilang nggak, jadi buat evaluasi mr juga sebenarnya
Pertanyaan	Apakah Anda merasa ada tekanan untuk tampil baik agar tidak dianggap kurang siap atau kurang memperhatikan? Mengapa?
Jawaban	Pastinya cuman tapi secara pribadi saya sudah melakukan yg terbaik jadi belum beruntung dan jadi kayak evaluasi kedepannya aja gitu
Pertanyaan	Menurut Anda, apakah partisipasi Anda akan berbeda jika Kahoot! tidak dinilai atau tidak terlalu ditekankan oleh dosen?

Jawaban	Yang buat semangat ya pasti karna dinilai,kerja keras kita itu ngga sia-sia atau buat seru-seruan aja bener -bener di masukkan niai assessment harian gitu merasa dihargai aja kerja kerasnya gitu
Pertanyaan	Seberapa percaya diri Anda saat menjawab pertanyaan dalam Kahoot!?
Jawaban	Pd tergantung pertanyannya ,pertanyaan yg tau itu ya langsung jawab pd aja,tapi kalo ragu-ragu ya mulai ngga pd juga ujung-ujungnya salah atau kadang hoki. Peran mr juga penting kayak ngasi kode (ini tentang yg ini tadi lo) itu ngga ngasi jawaban tapi kode gitu jadi membantu buat inget juga
Pertanyaan	Bagaimana tingkat kepercayaan diri tersebut memengaruhi fokus dan keterlibatan Anda selama aktivitas berlangsung?
Jawaban	Pastinya kalo bener kan pd jadi ya fokus dan lebih aktif gitu
Pertanyaan	Menurut Anda, apakah hasil Anda di Kahoot! mencerminkan pemahaman Anda terhadap materi? Mengapa?
Jawaban	Mungkin iyaa,tapi ngga dilihat dari kahoot aja,karnakan kahoot tipe pertanyaannya cumin multiple choice sama true or false. Mungkin baru pemahaman aja kalo deep understanding ngga bisa cumin ngandelin kahoot doang
Pertanyaan	Seberapa mudah Anda memahami instruksi dan menjawab pertanyaan di Kahoot!?
Jawaban	Lumayan mudah karena soalnya disusun dengan jelas,singkat,to the point dan kalimatnya juga familiar yg ada di handout
Pertanyaan	Apakah tingkat kemudahan atau kompleksitas Kahoot! memengaruhi kemauan Anda untuk berpartisipasi aktif? Mengapa?
Jawaban	Kalo soalnya udah kompleks dan waktunya sedikit pastinya ngeluh,pertanyaan dengan waktu yg diberikan itu ngga sejalan.jadi ngerasa males buat jawabnya (apa si ngga sebanding)
Pertanyaan	Apakah kemudahan penggunaan membuat Anda tertarik untuk menggunakan Kahoot! kembali di perkuliahan selanjutnya?
Jawaban	Masih ,soalnya engaging,seru jadi kayak ada variasi trobosan baru dalam ngasi assessment ke anak murid.kan kita sudah serba teknologinya jadi harus dimasukkan ke dunia sekolah biar student nya ngerasa relate dan terbantu si
Pertanyaan	Bagaimana kendala teknis, seperti koneksi internet atau keterlambatan sistem, memengaruhi kenyamanan dan kepercayaan diri Anda saat menggunakan Kahoot!?
Jawaban	Mempengaruhi kenyamanan si,kalo sejauh ini mungkin Cuma pas mau login itu lama gitu karena sinyal cuman kalo ditengah-tengah berenti karena sinyal belum pernah ya pastinya males lagi ngikutinnya
Pertanyaan	Apakah kendala tersebut membuat Anda kurang termotivasi atau kurang serius dalam mengikuti aktivitas? Mengapa?
jawaban	Pastinya iya kayak fokusnya terpecah yg dari awal udah maintain tiba-tiba sinyal kalo panik dah itu dah ngga fokus dan kurang

	serius,nanti ngefek ke cara njawabnya (ini apa,ini apa) ngga jelas lagi kalo udah kek gitu
Pertanyaan	Menurut Anda, apakah dukungan teknis yang lebih baik akan meningkatkan keterlibatan Anda dalam penggunaan Kahoot!?
jawaban	Pastinya

ITEM BLOOKET JN

Pertanyaan	Bagaimana pendapat Anda tentang penggunaan Blooket dalam membantu memahami materi Instructional Planning?
Jawaban	Sebenarnya ngebantu cumin ngga terlalu mencerminkan pemahaman kita,ngga bisa jadi refleksi seutuhnya
Pertanyaan	Dibandingkan dengan asesmen formatif biasa, manfaat apa yang Anda peroleh ketika menggunakan Blooket?
Jawaban	Sebenarnya blebih mending blooket dari pada asesmen yg biasa .tapi kalo formatif bias aitu lebih real hasilnya karnna ngga ada intervensi diambil poin dll jadi bener-bener murni hasil kita gitu
Pertanyaan	Menurut Anda, bagaimana Blooket membantu Anda merefleksikan perkembangan belajar selama mengikuti mata kuliah Instructional Planning?
Jawaban	Kayaknya nggak,karena y aitu tadi ada game curi poin terus ada sistem poin-poin itu jadi kalo untuk merefleksikan perkembangan kayaknya ngga
Pertanyaan	Bagaimana pendapat Anda tentang elemen permainan dalam Blooket, seperti kejadian acak atau sistem poin?
Jawaban	Itu cumin untuk sebatas seru-seruan aja tidak ada unsur untuk menambah pemahaman
Pertanyaan	Apakah elemen tersebut membuat pembelajaran lebih menyenangkan atau justru mengalihkan fokus dari materi? Mengapa?
Jawaban	Iya pastinya yg tadinya fokus ke njawab soal teralihkan lagi milih box yg menurut kita beruntung jadi kebagi-bagi fokusnya .jadi dinamika seperti itu sebenarnya ganggu
Pertanyaan	Apakah Anda mengikuti Blooket lebih karena keseruannya atau karena ingin mendapatkan skor tinggi? Bisa dijelaskan alasannya?
Jawaban	Pastinya ingin mencari skor sebanyak-banyaknya,lebih suka ke seru-serunya aja
Pertanyaan	Seberapa efektif Blooket dalam membantu Anda mengingat atau memperkuat materi Instructional Planning?
Jawaban	Maybe 7 karena dia ada dinamika ngambil-ngambil poin temen jadikan bisa lupa sama apa yang kita pelajari,dan fokusnya juga teralihkan
Pertanyaan	Bagaimana mekanisme permainan, seperti pengulangan, hadiah, atau kejadian acak, memengaruhi fokus Anda saat menjawab pertanyaan?

Jawaban	Ya kan tadinya kita fokus ke materi dan jjawab pertanyaan terus ada notif jika poin kita diambil itu udah teralihkan, terus pas milih box juga gitu jadi pas di soal selanjutnya dah kurang fokus ntuk jawab soalnya
Pertanyaan	Menurut Anda, apakah Blooket memungkinkan proses berpikir yang lebih mendalam dibandingkan Kahoot!/? Mengapa?
Jawaban	Sebenarnya sistenya hampir sama, cumman di blooket bedanya ada sistem poin tapi kalo dalem banget kayaknya enggak ya kkerena ada sistem poin itu tadi
Pertanyaan	Bagaimana pengaruh teman sekelas terhadap partisipasi Anda saat menggunakan Blooket?
Jawaban	Kan kawan kita beragam, jadi mungkin ke kawan yg ngambil poin saya si jadi kayak udah tinggi dan diambil terus poinnya diambil jadi kayak (maleslah ngerjain lagi)
Pertanyaan	Apakah performa teman membuat Anda lebih fokus pada pembelajaran atau lebih terdorong pada kompetisi? Mengapa?
Jawaban	Lebih ke poin udah ngga pemahamannya lagi gitu ,(kamu ngambil poin aku yaa, awas aku nannti ambil poinmu juga) kayak gitu sih jadinnya
Pertanyaan	Bagaimana perasaan Anda ketika hasil permainan Anda dibandingkan dengan hasil teman-teman lain?
Jawaban	Kalo yg dilait poin pasti ddown kalo poinnya rendah, cumin kalo poinnya rendah tapi banyak njawab soal yg benernya ngga papa,,kkarna kalahnya kan berarti poinnya di curi. lebih fokus ke angka berapa yang bener dari soal yg kita jawab
Pertanyaan	Apakah Anda merasa dosen mengharapkan partisipasi yang serius saat Blooket digunakan di kelas? Mengapa?
Jawaban	Kalo mr dalam pengimplementasiannya ngga terlalu serius tapi kalo dimasukkan nilai missal poinnya banyak tapi jumlah soal yg benernya juga dilihat gitu, katanya jangan emosi atau kesal giitu kalo poinnya diambil, biar seru aja gitu
Pertanyaan	Apakah sistem skor dalam Blooket membuat Anda merasa sedang dievaluasi meskipun sifatnya asesmen formatif?
Jawaban	Paastinya, tapi bukan liat yg poinnya tapi liat angka bener dan salahnya aja
Peryanyaan	Apakah cara Anda berpartisipasi akan berbeda jika Blooket disajikan murni sebagai permainan pembelajaran?
Jawaban	Pasti mau diambil nilai atau nggak pastinya engaging, seru mungkin tapi sering un fair
Pertanyaan	Seberapa percaya diri Anda saat menjawab pertanyaan dalam Blooket?
Jawaban	Pastinya pd karena soal yg diulang itu yg udah tau kita jawabannya cumin menimbumbulkan efek bosan
Pertanyaan	Apakah elemen permainan memengaruhi kepercayaan diri Anda, baik meningkat maupun menurun? Mengapa?

Jawaban	Kepercayaan diri tetep walau ada curi-curi poin karena itu keberuntungan kan ,cumin yang mempengaruhi kepercayaan diri itu lebih ke hasil benar dan salahnya,kan itu yg realnya dan tau dah paham atau belumnya
Pertanyaan	Apakah Anda merasa dapat mengendalikan performa Anda saat menggunakan Blooket? Bisa dijelaskan?
Jawaban	Enggak bisa si,karena ada ngambil-ngambil poin jadi ngga bisa ngendaliin performa karna ada unsur keberuntungan disana
Pertanyaan	Seberapa mudah Anda memahami aturan permainan dan menjawab pertanyaan dalam Blooket?
Jawaban	Kalo pertanyaannya strigt to the point cumin ada pilihan box-box itu yg bikin ragu ,kadang ngganggu fokus pas ada notif poin diambil
Prtanyaan	Apakah variasi mode permainan membuat Blooket lebih mudah atau justru lebih sulit digunakan? Mengapa?
Jawaban	Lebih mudah si,cumin harus pasang strategi biar poin kita tinggi tapi y aitu untuk box itu hoki jadi ngga bisa kitanngomong nya lagi
Pertanyaan	Apakah kemudahan penggunaan memengaruhi motivasi Anda untuk terlibat secara aktif dalam pembelajaran?
Jawaban	Pastinya kalo dia mudah
Pertanyaan	Bagaimana kendala teknis memengaruhi pengalaman Anda saat menggunakan Blooket?
Jawaban	Kendala teknis belum pernah,paling itu pas udah jawab soal harus milih box itu aja sih
Pertanyaan	Apakah kendala tersebut berdampak pada fokus atau kepercayaan diri Anda selama aktivitas berlangsung?
Jawaban	Lebih ngaruhnya it uke fokussnya,kalo percaya diri ya pasti tetep percaya diri karena jawaban kita sendiri kan. Yg pilih box itu kadang cumin kesel aja sih kalodapetnya malah poin nya berkurang
Pertanyaan	Apakah berkurangnya kendala teknis akan membuat Anda lebih bersedia menggunakan Blooket di perkuliahan berikutnya?
Jawaban	Pastinya mautapi harus disandingkan dengan tools yg lain yg utama kalo mau liat perkembangan belajar

ITEM KAHOOT! RL

Pertanyaan	Menurut Anda, bagaimana penggunaan Kahoot! membantu Anda memahami materi Instructional Planning di kelas?
Jawaban	Menurut saya kahoot itu sangat membantu dalam pembelajaran karena mudah mengingat karena adakan media-media yg membuat orang itu tertarik seperti kahoot ini membuat semangat kita membara gitu kan,karena kita tau betul atau salahnya, trus ada rangking nya bakal dapet podium 1 atau 2 atau 3
Pertanyaan	Jika dibandingkan dengan asesmen formatif konvensional, manfaat pembelajaran apa yang paling Anda rasakan dari Kahoot!?
Jawaban	Kalo konvensional kan udan bosan kan yaa, terus kalo menggunakan teknologi yg baru lah yaa jadi kita itu merasakan nikmatnya dalam belajar dan lebih seru
Pertanyaan	Apakah Kahoot! membantu Anda mengetahui bagian materi yang sudah Anda kuasai dan bagian yang masih sulit dipahami? Bisa dijelaskan?
Jawaban	Kalo kahoot itu kita bisa membuat paham materi, kita kan ngereview ulang materinya jadi mungkin kalo tadi ada materi yg masih sulit atau lupa jadi di kahoot kita di ingatkan lagi jadinya.
Pertanyaan	Bagaimana perasaan Anda terhadap suasana kompetitif dalam Kahoot!, seperti adanya batas waktu dan papan peringkat?
Jawaban	Jadi sangat-sangat nervous karena kan kita harus baca dulu soalnya dalam b inggris dan memaknai apa si artinya dari pertanyaannya kemudian mengingat ingat lagi materi yg sebelumnya terkait dengan pertanyaan tersebut dan dalam waktu 20 detik itu sangat penek sekali dan harus memelih jawaban yg benar na nanti akhirnya akan mendapatkan peringkat jadi nervous dan happy si sebenarnya
Pertanyaan	Apakah fitur-fitur tersebut membuat proses belajar terasa lebih menyenangkan atau justru menegangkan bagi Anda? Mengapa?
Jawaban	Lebih menyenangkan si karena itu kan ada sebelum kita buat nama dulu sesuka kita, terus pilih avatar apalagi ditampilkan peringkat dengan podium ada gambar sangat membuat ketertarikan dalam belajar
Pertanyaan	Menurut Anda, apakah Kahoot! tetap menarik untuk diikuti jika tidak menampilkan skor atau peringkat?
Jawaban	Kalo cuman kuis aja ngga ada peringkat atau skor ngga usah pakai kahoot aja karena kahoot ini kan bagus nya lebih pake peringkat ada api-apinya podium 1,2,3 dan skornya juga, jadi itulah yang membuatnya menarik
Pertanyaan	Menurut Anda, seberapa efektif Kahoot! dalam membantu Anda mengingat dan memperkuat konsep Instructional Planning?
Jawaban	Kalo rating dari 1-10 saya akan pilih 11/10 karena beneran efektif si mengingat review lagi materi yg di pelajari tadi

Pertanyaan	Bagaimana pengaruh batas waktu terhadap cara Anda berpikir dan memahami pertanyaan?
Jawaban	Waktu 20 atau 30 detik itu kan sangat-sangat pendek, pernah pilih jawabannya acak/basing karena waktunya mau abis ya udahlah ini aja. jadi timer itu berpengaruh
Pertanyaan	Apakah Kahoot! mendorong Anda untuk menjawab dengan cepat atau untuk berpikir lebih matang? Mengapa demikian?
Jawaban	Kalo kita paham sekali liat pertanyaan aja bisa langsung jawab kan, tapi kalo kita ngga paham kita mencari jawaban itu dengan tidak bisa cepat pastinya karena kan kita harus mencari jawaban mana yg paling benar tapi kalo tidak ada yg tau berarti kita menjawabnya secara acak aja gitu.
Pertanyaan	Bagaimana pengaruh teman sekelas terhadap cara Anda berpartisipasi dalam aktivitas Kahoot!?
Jawaban	Kalo pengaruh kawan tu, biasanya kalo kita dan temen kita kan sama-sama panik tu karena ada waktunya jadi kalo ada kawan bilang (cepat la, cepetla gitu kan) itu tu membuat kita tu panik dan cepet-cepet ingin mengisi kan, kalo cepet-cepet tu kita ngaruh ke nilai kita gitu, bisa jadi itu yg kita pecet itu salah
Pertanyaan	Ketika teman terlihat antusias atau memperoleh skor tinggi, apakah hal tersebut memotivasi Anda atau justru membuat Anda merasa tertekan?
Jawaban	Itu memotivasi karena itu kan (aku harus bisa dari si itu misal kan), na itu jadi motivasi kalo nilai kita lebih rendah dari dia
Pertanyaan	Apakah performa teman lain memengaruhi keseriusan Anda dalam mengikuti Kahoot!? Mengapa?
Jawaban	Iyaa karena kan melihat yg kawan itu tinggi kan, jadi dalam mengisi itu terus kepikiran skor kawan
Pertanyaan	Apakah Anda merasa dosen mengharapkan Anda menjawab pertanyaan Kahoot! dengan benar karena materi sudah dijelaskan sebelumnya? Mengapa?
Jawaban	Pastinya iyaa karna kan tadi barusan saja di jelaskan
Pertanyaan	Apakah Anda merasa ada tekanan untuk tampil baik agar tidak dianggap kurang siap atau kurang memperhatikan? Mengapa?
Jawaban	Enggak juga si, Misal kita salah 1 atau 2 itu kan mungkin karena kita lupa, bukan karena kita tidak paham karena lupa saja sedikit
Pertanyaan	Menurut Anda, apakah partisipasi Anda akan berbeda jika Kahoot! tidak dinilai atau tidak terlalu ditekankan oleh dosen?
Jawaban	Karena kita kan udah ngisi kuis, udah capek-capek itu kalo ngga dinilai itu rasanya percuma gitu, tapi dari sisi positifnya itu kita bisa memahami materinya lagi. sebenarnya tidak ada yg percuma ada sisi positifnya karna kita bisa mengetahui materi yg sebelumnya
Pertanyaan	Seberapa percaya diri Anda saat menjawab pertanyaan dalam Kahoot!?

Jawaban	Sangat-sangat percaya diri jika yg dijawab adalah pertanyaan yg saya tau,jadi kalo tidak tau itu rasa pd nya itu kurang,takut ada salah
Pertanyaan	Bagaimana tingkat kepercayaan diri tersebut memengaruhi fokus dan keterlibatan Anda selama aktivitas berlangsung?
Jawaban	Masih percaya diri kalo kita jawab soal itu kita serius,karena tau kan jawabannya,pastinya saya akan mengingat-mengingat lagi kan missal soal sebelumnya itu tidak pd karna kepencet jadi untuk soal selanjutnya lebih hati-hati dengan pertanyaan dengan jawaban yang mana yg paling yakin dari jawaban tersebut
Pertanyaan	Menurut Anda, apakah hasil Anda di Kahoot! mencerminkan pemahaman Anda terhadap materi? Mengapa?
Jawaban	kalo menurut saya sangat mencerminkan pemahaman kita sebelumnya,karna kalo kita paham,benar-benar paham kitab isa mengisi dengan benar tanpa melihat punya teman.kan kalo mungkin orang yg tidak paham sebelumnya mungkin dia melewati jalur hoki jadi ketika dia pencet itu benar padahal dia ngga tau sebenarnya jawabannya itu apa,main hoki aja
Pertanyaan	Seberapa mudah Anda memahami instruksi dan menjawab pertanyaan di Kahoot!?
Jawaban	Sangat-sangat mudah karena kan biasanyakan itu pakek true or false itu kan kebetulan kita di Bahasa inggris jadi instruksinya juga dari b inggris ,mudah kita untuk mengartikannya dan untuk menjawab
Pertanyaan	Apakah tingkat kemudahan atau kompleksitas Kahoot! memengaruhi kemauan Anda untuk berpartisipasi aktif? Mengapa?
Jawaban	Ya dengan kemudahan intruksi tersebut untuk itu kita akan sangat membuat kita lebih untuk lebih aktif di kahoot lagi
Pertanyaan	Apakah kemudahan penggunaan membuat Anda tertarik untuk menggunakan Kahoot! kembali di perkuliahan selanjutnya?
Jawaban	Iyaa pasti pengen pake lagi di perkuliahan selanjutnya
Pertanyaan	Bagaimana kendala teknis, seperti koneksi internet atau keterlambatan sistem, memengaruhi kenyamanan dan kepercayaan diri Anda saat menggunakan Kahoot!?
Jawaban	Sangat mempebngaruhi karenakan sinyal ngga ada sementara punya kawan itu sudah berjalan itu sangat membuat kita tidak pd karena kita panik duluan yg kita belum sama sekali yg kawan sudah gitu
Pertanyaan	Apakah kendala tersebut membuat Anda kurang termotivasi atau kurang serius dalam mengikuti aktivitas? Mengapa?
jawaban	Lebih termotivasi karena kan sebelum mulai kan kita harus mengecek lagi internet kita jadi pas kahhot itu kita bisa serius dengan jaringan yg lebih baik
Pertanyaan	Menurut Anda, apakah dukungan teknis yang lebih baik akan meningkatkan keterlibatan Anda dalam penggunaan Kahoot!?
jawaban	Iyaa pasti akan lebih exited lagi

ITEM BLOOKET RL

Pertanyaan	Bagaimana pendapat Anda tentang penggunaan Blooket dalam membantu memahami materi Instructional Planning?
Jawaban	Kalo blooket membantu memahami materi juga
Pertanyaan	Dibandingkan dengan asesmen formatif biasa, manfaat apa yang Anda peroleh ketika menggunakan Blooket?
Jawaban	Masih mending blooket,karena kalo konvensional itu sangat membosankan sementara blooket ada fitur-fitur menarik jadi tidak bosan tapi di blooket ini juga kita harus merelakan poin kita karena bisa saja teman kita itu mencuri punya kita
Pertanyaan	Menurut Anda, bagaimana Blooket membantu Anda merefleksikan perkembangan belajar selama mengikuti mata kuliah Instructional Planning?
Jawaban	Iyaaa sedikit pertama karena pertanyaan nya itu berulang-ulang jadi kita ingat gitu dan kedua selain dilihat dari poin jumlah benar dari berapa soal yg dijawab juga akan kelihatan mana yg meratiin materi mana yg sekedar hoki aja
Pertanyaan	Bagaimana pendapat Anda tentang elemen permainan dalam Blooket, seperti kejadian acak atau sistem poin?
Jawaban	Sebenarnya itu untuk kejadian swap/mencuri poin itu tidak adil tetapi ini kan Namanya game supaya tidak bosan,supaya enjoy dalam belajar jadi ya dibuat fine-fine aja gitu
Pertanyaan	Apakah elemen tersebut membuat pembelajaran lebih menyenangkan atau justru mengalihkan fokus dari materi? Mengapa?
Jawaban	menyenangkan karena seru gitu tapi ya tetep yg di kejar itu skor ngga sampe ngalihin fokus banget gitu
Pertanyaan	Apakah Anda mengikuti Blooket lebih karena keseruannya atau karena ingin mendapatkan skor tinggi? Bisa dijelaskan alasannya?
Jawaban	Lebih ke keseruannya sih,karna kan dikelas itu kan pasti rebut ,teriak-teriak “ jangan rebut,jangan rebut” gitu kan tapi dengan skor juga lebih mencapai skor yg lebih tinggi itukan lebih dinilai
Pertanyaan	Seberapa efektif Blooket dalam membantu Anda mengingat atau memperkuat materi Instructional Planning?
Jawaban	Menurut saya karena itu berulang-ulang itu sangat membantu mengingat materi karena ya diulang-ulang.jadi ketika materi sebelumnya kita kurang paham,dibuat pertanyaan seperti itu jadi kita bisa tau
Pertanyaan	Bagaimana mekanisme permainan, seperti pengulangan, hadiah, atau kejadian acak, memengaruhi fokus Anda saat menjawab pertanyaan?
Jawaban	Mengalihkan fokus karena kita untuk pertanyaan selanjutnya itu kan poin kita dicuri,poin kita berkurang jadi masih kepikiran

	pertanyaan sebelumnya bukan keselanjutnya jadi pas njawab masih kepikiran “ kok diambil si,kok poinnya rendah si”jadi fokusnya juga diuji disitu
Pertanyaan	Menurut Anda, apakah Blooket memungkinkan proses berpikir yang lebih mendalam dibandingkan Kahoot!? Mengapa?
Jawaban	Untuk berfikir mendalam di blooket ini agak kurang meskipun ada pengulangan pertanyaan.karena ya pertanyaan nya cuman berapa dah tu itu-itulah yg di ulang
Pertanyaan	Bagaimana pengaruh teman sekelas terhadap partisipasi Anda saat menggunakan Blooket?
Jawaban	Yang pasti tegang dan juga was-was karena takut poin kita di curi dengan tenang.
Pertanyaan	Apakah performa teman membuat Anda lebih fokus pada pembelajaran atau lebih terdorong pada kompetisi? Mengapa?
Jawaban	Fokus ke permainan si,karna ya ada sistem swap poin tadi jadi serunya karna itu
Pertanyaan	Bagaimana perasaan Anda ketika hasil permainan Anda dibandingkan dengan hasil teman-teman lain?
Jawaban	Kalo di blooket kita menjawab sebanyak yg kita bisa tetapi skor akhirnya rendah karna dicuri sama temen kita kan disitu rasanya kecewa,marahkarenakan nilai yg kita kumpulkan dari yg kita jawab itu diambil teman
Pertanyaan	Apakah Anda merasa dosen mengharapkan partisipasi yang serius saat Blooket digunakan di kelas? Mengapa?
Jawaban	Pastinya tetep serius untuk menjawab pertanyaan,tidak kerkecoh dengan poin
Pertanyaan	Apakah sistem skor dalam Blooket membuat Anda merasa sedang dievaluasi meskipun sifatnya asesmen formatif?
Jawaban	Sepertinya dinilai tapi tidak terlalu dinilai,karena dengan jumlah soal yg benar seperti dari yg kita jawab itu skor yg dinilai,kalo poin kan bisa di curi jadi ngga asli
Pertanyaan	Apakah cara Anda berpartisipasi akan berbeda jika Blooket disajikan murni sebagai permainan pembelajaran?
Jawaban	Tidak apa karna biar belajarnya enjoy gitu tapi kalo dinilai akan lebih seneng lagi gitu
Pertanyaan	Seberapa percaya diri Anda saat menjawab pertanyaan dalam Blooket?
Jawaban	Percaya diri karena di ulang-ulang
Pertanyaan	Apakah elemen permainan memengaruhi kepercayaan diri Anda, baik meningkat maupun menurun? Mengapa?
Jawaban	Percaya diri kalo skor kita tidak di curi,kalo skor kita dicuri sebelumnya pasti kita kan tidak percaya diri kayak (nggak usah diisi deh nanti diambil)
Pertanyaan	Apakah Anda merasa dapat mengendalikan performa Anda saat menggunakan Blooket? Bisa dijelaskan?

Jawaban	Iyaa bisa untuk part menjawab soal kalo memilih box itu hoki/keberuntungan aja sih
Pertanyaan	Seberapa mudah Anda memahami aturan permainan dan menjawab pertanyaan dalam Blooket?
Jawaban	Very very easy
pertanyaan	Apakah variasi mode permainan membuat Blooket lebih mudah atau justru lebih sulit digunakan? Mengapa?
Jawaban	Emm karna yg pernah kita pakai itu yg harta karun gitu menurut saya mudah sih
Pertanyaan	Apakah kemudahan penggunaan memengaruhi motivasi Anda untuk terlibat secara aktif dalam pembelajaran?
Jawaban	Iyaa,termotivasi untuk aktif pastinya
Pertanyaan	Bagaimana kendala teknis memengaruhi pengalaman Anda saat menggunakan Blooket?
Jawaban	Karena menggunakan wifi,waktu itu saya berada di luar jadi kendalanya di kuota kayak jaringannya ilang-ilangan,paling itu aja sih yg pernah dialami
Pertanyaan	Apakah kendala tersebut berdampak pada fokus atau kepercayaan diri Anda selama aktivitas berlangsung?
Jawaban	Iya karna saat itu saya masih diluar jadi bingung (gimana yaa nanti nilainya yaa)terus pas pulang itu ternyata saya dapet setengah ,ssetengah sisanya itu saya ngg dapet
Pertanyaan	Apakah berkurangnya kendala teknis akan membuat Anda lebih bersedia menggunakan Blooket di perkuliahan berikutnya?
Jawaban	Iyaa tetep mau,karena ada seru-serunya yg pake curi-curi poin itu ,tapi mungkin sesekali aja gitu

ITEM KAHOOT! SCP

Pertanyaan	Menurut Anda, bagaimana penggunaan Kahoot! membantu Anda memahami materi Instructional Planning di kelas?
Jawaban	Membantu memahami tapi terlalu rinci gitu dan kurang bisa memahami secara mendalam
Pertanyaan	Jika dibandingkan dengan asesmen formatif konvensional, manfaat pembelajaran apa yang paling Anda rasakan dari Kahoot!?
Jawaban	Manfaatnya ada untuk mengulas kembali gitu kan, cuma tidak terlalu dalam manfaatnya karena sekedar mengulas Kembali itu kayak hal yg sudah biasa aja
Pertanyaan	Apakah Kahoot! membantu Anda mengetahui bagian materi yang sudah Anda kuasai dan bagian yang masih sulit dipahami? Bisa dijelaskan?
Jawaban	Na kalo kahoot itu membantu mengetahui materi yang sudah di pahami dan yg masih sulit dipahami. kaenakan di kahoot itu berbentuk kuis jadi kuis itu hasil dari kita belajar sebelumnya. jadi menurut saya kahoot ini memberi tahu apa yg sudah kita pelajari sebelumnya Kalo masih sulit di pahami ya ketahuan bangetlah karena jawabannya bakal salah dan nilainya cukup rendah biasanya
Pertanyaan	Bagaimana perasaan Anda terhadap suasana kompetitif dalam Kahoot!, seperti adanya batas waktu dan papan peringkat?
Jawaban	Perasaan tegang tentunya, karena ngerasa salah jawab, ngerasa nilainya paling bawah itu agak merasa malu gitu, cuman misalkan waktu dah biasa oh yaudah sih, cuman nilai kahoot itu membuat lebih kompetitif, lebih semangat
Pertanyaan	Apakah fitur-fitur tersebut membuat proses belajar terasa lebih menyenangkan atau justru menegangkan bagi Anda? Mengapa?
Jawaban	Jujur kalo secara kondisi lebih menyenangkan sebenarnya, karna satu hal tu kayak semangat siapa ya yg peringkat 1,2,3. Cuman disatu sisi itu juga ngerasa tegang
Pertanyaan	Menurut Anda, apakah Kahoot! tetap menarik untuk diikuti jika tidak menampilkan skor atau peringkat?
Jawaban	Kurang sih karena kayak ngga ada timbal balik dari kahoot tersebut. karekan dari kahoot kita bisa tau oh kemampuanku segini. jadi kalo ngga ada skor diitungin kayak kurang menarik aja
Pertanyaan	Menurut Anda, seberapa efektif Kahoot! dalam membantu Anda mengingat dan memperkuat konsep Instructional Planning?
Jawaban	Kalo untuk mengingat dari kahoot jujur saya ini kurang bisa materi yg dipelajari sebelumnya daripada kahoot mengingat karekan ada batasan waktu jadi kayak cuman baca sebentar dah hilang. cuman kalo pas udah ngga terlalu masih mengandalkan
Pertanyaan	Bagaimana pengaruh batas waktu terhadap cara Anda berpikir dan memahami pertanyaan?

Jawaban	Mempengaruhi sih,karena harus berfikir kritis kadang mungkin kelamaan mikir karena bakal habis waktunya jadi harus berfikir kritis
Pertanyaan	Apakah Kahoot! mendorong Anda untuk menjawab dengan cepat atau untuk berpikir lebih matang? Mengapa demikian?
Jawaban	Karna ada batasan waktu tadi kan,jadi itu mendorong untuk berfikir,berfikirnya itu cepet tapi jawabannya juga tepat,sangat mendorong gitu. Kahoot itu masalah waktu dan yg paling cepat intinya
Pertanyaan	Bagaimana pengaruh teman sekelas terhadap cara Anda berpartisipasi dalam aktivitas Kahoot!?
Jawaban	Sangat berpengaruh,kadang pengaruh buruk sih karena sering bercanda jadi kayak jawab ini ajalah yg ini.jadi kan ke trigger pikiran kita ai sudahlah basing aja akhirnya
Pertanyaan	Ketika teman terlihat antusias atau memperoleh skor tinggi, apakah hal tersebut memotivasi Anda atau justru membuat Anda merasa tertekan?
Jawaban	Memotivasi,jadikan temen bisa masa kita ngga bisa bukan merendahkan diri tapi untuk menjadikan motivasi kedepannya biar bisa,lebih perhatiin lagi,lebih jawab dengan tepat
Pertanyaan	Apakah performa teman lain memengaruhi keseriusan Anda dalam mengikuti Kahoot!? Mengapa?
Jawaban	Kadang mempengaruhi,karna ada kawan yg ndukung ada kawan yg sering ngejek itu sangat huh. Di tengah-tengahla intinya
Pertanyaan	Apakah Anda merasa dosen mengharapkan Anda menjawab pertanyaan Kahoot! dengan benar karena materi sudah dijelaskan sebelumnya? Mengapa?
Jawaban	Memang Mister itu pasti berharap kita jawabnya dengan benar dan mentah-mentah, tapi balik lagi ke diri mahasiswanya masing-masing, karena kemampuan orang kan beda-beda, ada yang mudah memahami, mudah mengingat tadi, tapi harus beberapa kali belajar dulu, barunya bisa Mbak. Kurang, kondisi ini kurang sih, kalau misalkan misalkan susah nyambung gitu,jadi kayak sering skor rendah
Pertanyaan	Apakah Anda merasa ada tekanan untuk tampil baik agar tidak dianggap kurang siap atau kurang memperhatikan? Mengapa?
Jawaban	Terkadang mikir kayak gitu,tapi sejauh ini juga sadar diri sih,kadang memang kurang memperhatikan materi,jadi dengan jawaban yg salah itu juga berarti ini cerminan tidak memperhatikan materi sebelumnya
Pertanyaan	Menurut Anda, apakah partisipasi Anda akan berbeda jika Kahoot! tidak dinilai atau tidak terlalu ditekankan oleh dosen?
Jawaban	Lebih baik dinilai sih kayak eh dinilai nih jadi lebih semangat
Pertanyaan	Seberapa percaya diri Anda saat menjawab pertanyaan dalam Kahoot!?

Jawaban	Dilihat dari sebelumnya si, kalo memang sebelumnya memahami materi dan menguasai intinya ya jadi pd banget kalo misalkan di kahoot,Tapi kalo memang materinya susah di pahami jadi kurang pd
Pertanyaan	Bagaimana tingkat kepercayaan diri tersebut memengaruhi fokus dan keterlibatan Anda selama aktivitas berlangsung?
Jawaban	Berpengaruh,karena kalo kita mikirnya positif kan pasti kita merasa eh pasti bisa bisa,kalo kita mikirnya tidak pd lah,pasti salah pasti salah beneran
Pertanyaan	Menurut Anda, apakah hasil Anda di Kahoot! mencerminkan pemahaman Anda terhadap materi? Mengapa?
Jawaban	Kalo memahami itu kecil sih menurut saya,karena berupa kuis kan jadi tidak terlalu ibaratnya mengulas kembali atau mengulang kembali secara singkat dengan mengadakan kuis
Pertanyaan	Seberapa mudah Anda memahami instruksi dan menjawab pertanyaan di Kahoot!?
Jawaban	Mudah dan untuk menjawab pertanyaan ini sangat mudah. kadangkala pilihan ganda,kadang cumin pilih yes no question kadang, dalam bentuk kalimat jadi mudah ngejawabnya
Pertanyaan	Apakah tingkat kemudahan atau kompleksitas Kahoot! memengaruhi kemauan Anda untuk berpartisipasi aktif? Mengapa?
Jawaban	Lebih antusias lagi karena kahoot juga mudah untuk di gunakan dan pertanyaannya dan jawabannya juga terpampang jelas cuman lebih ke waktu jawabnya sangat singkat
Pertanyaan	Apakah kemudahan penggunaan membuat Anda tertarik untuk menggunakan Kahoot! kembali di perkuliahan selanjutnya?
Jawaban	Ya tertarik dan merekomendasikan jadi kayak apa sih lebih seru,ibaratnya kalo belajar itu seneng dan mudah masuk juga pelajannya gitu mbak biasanya
Pertanyaan	Bagaimana kendala teknis, seperti koneksi internet atau keterlambatan sistem, memengaruhi kenyamanan dan kepercayaan diri Anda saat menggunakan Kahoot!?
Jawaban	Mempengaruhi,karena terkadang yak arena sinyal gitu kan jadi kahotnya keluar otomatis kadang,jadi pas keluar mau masuk lagi itu waktunya njawabnya habis jadi poin kita nol. Jadi memang sinyal itu menjadi kendala
Pertanyaan	Apakah kendala tersebut membuat Anda kurang termotivasi atau kurang serius dalam mengikuti aktivitas? Mengapa?
jawaban	Semangatnya berkurang,pokoknya berkurang itu mempengaruhi semua sih,tapi mempengaruhi nilai juga loh di akhirnya
Pertanyaan	Menurut Anda, apakah dukungan teknis yang lebih baik akan meningkatkan keterlibatan Anda dalam penggunaan Kahoot!?
jawaban	Iyaa bener mbak

ITEM BLOOKET SCP

Pertanyaan	Bagaimana pendapat Anda tentang penggunaan Blooket dalam membantu memahami materi Instructional Planning?
Jawaban	Iyaa lebih memahami, karnakan pertanyannya di ulang-ulang 3 atau 4 kali jadi bisa memahami dan bahanya juga lebih mudah diingat
Pertanyaan	Dibandingkan dengan asesmen formatif biasa, manfaat apa yang Anda peroleh ketika menggunakan Blooket?
Jawaban	Memang lebih paham ke blooket dibandingkan formatif biasa,karena materinya tu lebih sedikit si yang di blooket tuh tapi berulang jadi lebih mudah dimengerti
Pertanyaan	Menurut Anda, bagaimana Blooket membantu Anda merefleksikan perkembangan belajar selama mengikuti mata kuliah Instructional Planning?
Jawaban	Biasanya merefleksikan karena blooket itu pertanyannya ngga jauh dari materi yg kita pelajarin sebelumnya,ya lebih mudah gitu dan lebih mudah pakai blooket kayak lebih nyaman aja
Pertanyaan	Bagaimana pendapat Anda tentang elemen permainan dalam Blooket, seperti kejadian acak atau sistem poin?
Jawaban	Lebih ke seru si,kayak suka aja ngebantai kawan kan.tapi pas dibantai juga seru sih saling ngebantai jadi semakin semangat
Pertanyaan	Apakah elemen tersebut membuat pembelajaran lebih menyenangkan atau justru mengalihkan fokus dari materi? Mengapa?
Jawaban	Lebih menyenangkan,dengan adanya gitu curi poin dll kan bisa makin semangat,pas jawab soal lagi nanti bakal nambah poin atau dicuri lagi gitu
Pertanyaan	Apakah Anda mengikuti Blooket lebih karena keseruannya atau karena ingin mendapatkan skor tinggi? Bisa dijelaskan alasannya?
Jawaban	Saya jawab soalnya ya yg paling banyak emang fungsinya untuk menjawab pertanyaan paling banyak kan namun disisi lain untuk seru-seruan juga karena pas liat expresi kawan yg di curi pinnya bener-bener menyenangkan serunya disitu jadi rame
Pertanyaan	Seberapa efektif Blooket dalam membantu Anda mengingat atau memperkuat materi Instructional Planning?
Jawaban	Kalo blooket untuk pemahaman materinya lebih mudah di ingat karena memang berulang kali gitu nggak yg sekali baca eh dah tu hilang
Pertanyaan	Bagaimana mekanisme permainan, seperti pengulangan, hadiah, atau kejadian acak, memengaruhi fokus Anda saat menjawab pertanyaan?
Jawaban	Biasanya iya hilang fokus tapi cuma sebentar kayak ngerasa kenapa sih diambil terus kadang kalo sudah dapet poin tertinggi terus diambil banyak itu sangat mempengaruhi tapi kalo diambilnya sedikit ya tidak mempengaruhi

Pertanyaan	Menurut Anda, apakah Blooket memungkinkan proses berpikir yang lebih mendalam dibandingkan Kahoot!? Mengapa?
Jawaban	Kalo untuk berfikir lebih mendalam lebih ke kahoot karena kahoot lebih sistematis pertanyannya dan juga jawabannya kalo blooket itu kan acak dan random, kayak ini tadi soalnya udah nih, kalo untuk seru-seruan ya di blooket
Pertanyaan	Bagaimana pengaruh teman sekelas terhadap partisipasi Anda saat menggunakan Blooket?
Jawaban	Pengaruh, ya pengaruh buruk si biasanya jadi bukannya belajar malah lebih ke main game
Pertanyaan	Apakah performa teman membuat Anda lebih fokus pada pembelajaran atau lebih terdorong pada kompetisi? Mengapa?
Jawaban	Bekompetisi di poin sih, untuk curi-curi poin
Pertanyaan	Bagaimana perasaan Anda ketika hasil permainan Anda dibandingkan dengan hasil teman-teman lain?
Jawaban	Kalo membandingkan nilai-nilai poin tu kadang ngerasa iri kok dia bisa lebih tinggi, karna di blooket ini lebih ke keberuntungan
Pertanyaan	Apakah Anda merasa dosen mengharapkan partisipasi yang serius saat Blooket digunakan di kelas? Mengapa?
Jawaban	Kalo serius kayaknya nggak, untuk menggunakan blooket. Karena blooket itu, memang sebenarnya lebih ajang ke seru-seruan main game. Cuman dengan diselipin sedikit materi.
Pertanyaan	Apakah sistem skor dalam Blooket membuat Anda merasa sedang dievaluasi meskipun sifatnya asesmen formatif?
Jawaban	Kalau untuk di evaluasi, kayaknya kurang, yang memang ada dia yang pintar itu, memang karena tidak ada nilai poin yang tinggi, jadi kayak dibawah juga, dan penilaiannya juga bukan lebih ke poin, bukan tapi juga ke seberapa benar jawabannya.
Pertanyaan	Apakah cara Anda berpartisipasi akan berbeda jika Blooket disajikan murni sebagai permainan pembelajaran?
Jawaban	partisipasinya bakalan beda. Kalau untuk seru-seruan, bakal tetap sama, karena kan, memang dari awal blooket itu beranggapan untuk main game, bukan untuk materi yang mendalam.
Pertanyaan	Seberapa percaya diri Anda saat menjawab pertanyaan dalam Blooket?
Jawaban	Kalau di blooket lumayan pd, karena kayak, terkadang kan tidak jawab itu salah, benar, tergantung dari poin yang kita ambil dulu, jadi kayak, (apa sih, yaudah, kayak main game saja) tidak nilai rendah, tidak tinggi, tidak salah, benar, penting poinnya tinggi, ibaratnya gitu
Pertanyaan	Apakah elemen permainan memengaruhi kepercayaan diri Anda, baik meningkat maupun menurun? Mengapa?
Jawaban	Kalau dari elemen dari blooket itu, lebih meningkat
Pertanyaan	Apakah Anda merasa dapat mengendalikan performa Anda saat menggunakan Blooket? Bisa dijelaskan?

Jawaban	kalau performa, kayaknya, kurang. karena blockade itu, untuk performa berpikir atau memahami materi itu, agak kurang, karna mengandalkan poin dan merebut poin, gitu jadi tidak bisa ditentukan dari poinnya, tapi kalau dari sisi jawaban dan kesalahannya dalam menjawab mungkin itu bisa.
Pertanyaan	Seberapa mudah Anda memahami aturan permainan dan menjawab pertanyaan dalam Blooket?
Jawaban	Waktunya paling dibilang berapa 20 atau 15 menit soalnya, ngulang-ngulang itu tidak jadinya kayak tidak ada aturan, penting jawab aja salah, benar yg penting kita bisa merebut poin orang, itu sudah bahagia
pertanyaan	Apakah variasi mode permainan membuat Blooket lebih mudah atau justru lebih sulit digunakan? Mengapa?
Jawaban	Lebih mudah, karna kita tinggal klik aja. Kadang-kadang, sudah jawab itu kan langsung muncul pertanyaan baru, jadi tidak tentu setiap orang kan, mungkin ada yang 10 jawab, mungkin ada yang bisa sampai 15 bahkan lebih jawabnya, itu sesuai kecepatan juga sampe ke waktu yg ditentukan nya habis
Pertanyaan	Apakah kemudahan penggunaan memengaruhi motivasi Anda untuk terlibat secara aktif dalam pembelajaran?
Jawaban	Iyaa tentu
Pertanyaan	Bagaimana kendala teknis memengaruhi pengalaman Anda saat menggunakan Blooket?
Jawaban	kalau cara menggunakannya itu mudah, untuk kendala kadang sinyal dengan kemudahan itu, kita jadi bisa apa sih, menjaga dengan leluasa gitu kan, tanpa harus mikir yang lain-lain lagi
Pertanyaan	Apakah kendala tersebut berdampak pada fokus atau kepercayaan diri Anda selama aktivitas berlangsung?
Jawaban	Kalau untuk fokus juga, mungkin terganggu ya, Tapi kalau kepercayaan diri kayaknya nggak terganggu.
Pertanyaan	Apakah berkurangnya kendala teknis akan membuat Anda lebih bersedia menggunakan Blooket di perkuliahan berikutnya?
Jawaban	Kalau tidak ada kendala teknis, mau pakai selanjutnya, karena memang seru kan Blooket itu, Lebih seru lah.

ITEM KAHOOT! TS

Pertanyaan	Menurut Anda, bagaimana penggunaan Kahoot! membantu Anda memahami materi Instructional Planning di kelas?
Jawaban	Membantu karena prosesnya lumayan singkat tapi poin-poinnya itu dapet
Pertanyaan	Jika dibandingkan dengan asesmen formatif konvensional, manfaat pembelajaran apa yang paling Anda rasakan dari Kahoot!?
Jawaban	Kalo kahoot itu lebih mudah dan harus mikirkan secara cepat gitu kalo yg konvensional ya agak bosan jadi menarik yg pake kahoot
Pertanyaan	Apakah Kahoot! membantu Anda mengetahui bagian materi yang sudah Anda kuasai dan bagian yang masih sulit dipahami? Bisa dijelaskan?
Jawaban	Tergantung materi,kalo kitanya dari awal dah paham atau memperhatikan materi ya nanti paham tapi kalo belum dari awalnya tambah ngga meratiin juga ya tetep belum juga
Pertanyaan	Bagaimana perasaan Anda terhadap suasana kompetitif dalam Kahoot!, seperti adanya batas waktu dan papan peringkat?
Jawaban	Perasaannya tegang dan kadang ngga bisa mikir karena ya tuntutan waktu dan sering bisik-bisik temennya
Pertanyaan	Apakah fitur-fitur tersebut membuat proses belajar terasa lebih menyenangkan atau justru menegangkan bagi Anda? Mengapa?
Jawaban	Menegangkan karena sering di posisi paling bawah gitu,kadang dah masuk ke 5 besar terus ada soalsalah jawab terus akhirnya turun drstis Mungkin secara sistemnya ngga seru lagi,karna yg buat seru ya fitur-fitur itu
Pertanyaan	Menurut Anda, apakah Kahoot! tetap menarik untuk diikuti jika tidak menampilkan skor atau peringkat?
Jawaban	Lumayan efektifkarena yg mr jelaskan dengan di kahoot itu sama,jadi sangat membantu
Pertanyaan	Menurut Anda, seberapa efektif Kahoot! dalam membantu Anda mengingat dan memperkuat konsep Instructional Planning?
Jawaban	Sangat berpengaruh,jadi baca soal sambil mikir dan sambil liat waktu juga belum kondisi tegang juga jadi campur aduk disana
Pertanyaan	Bagaimana pengaruh batas waktu terhadap cara Anda berpikir dan memahami pertanyaan?
Jawaban	Tergantung pemahaman materi,kalo materinya paham yaa cepet belum selesai soal itu aja dah tau jawabannya naitu langsung jawab cepet
Pertanyaan	Apakah Kahoot! mendorong Anda untuk menjawab dengan cepat atau untuk berpikir lebih matang? Mengapa demikian?
Jawaban	Kalo kami biasanya berkelompok kan jadi pemahaman kita dan pemahaman kawan itu beda jadi butuh waktu untuk mutuskan jawabannya,kadang itu yg bikin agak lama jawab jadi nilainya jadi turun

Pertanyaan	Bagaimana pengaruh teman sekelas terhadap cara Anda berpartisipasi dalam aktivitas Kahoot!?
Jawaban	Awalnya seru-seru kan tapi kalo dah liat skor kita dah turun na sedih kenapa materinya ngga nyambung yaa (belum paham sama soal tersebut)
Pertanyaan	Ketika teman terlihat antusias atau memperoleh skor tinggi, apakah hal tersebut memotivasi Anda atau justru membuat Anda merasa tertekan?
Jawaban	Jadi termotivasi,kalo misalkan di pertemuan ini rendah nanti melihat antusias temen-temen ini jadi di pertemuan selanjutnya antusias juga dan lebih meratiin materi
Pertanyaan	Apakah performa teman lain memengaruhi keseriusan Anda dalam mengikuti Kahoot!? Mengapa?
Jawaban	Iyaa sering,ntah dia serius ada juga yg asal-asal tapi nilainya tinggi. Kadang kita yg dah serius kok malah nurun gitu kadang
Pertanyaan	Apakah Anda merasa dosen mengharapkan Anda menjawab pertanyaan Kahoot! dengan benar karena materi sudah dijelaskan sebelumnya? Mengapa?
Jawaban	Pastinya iyaa karena materi juga sudah di jelaskan barusan saja di bahas gitu jadi sangat mengharapkan menjawab dengan benar
Pertanyaan	Apakah Anda merasa ada tekanan untuk tampil baik agar tidak dianggap kurang siap atau kurang memperhatikan? Mengapa?
Jawaban	Kalo saya paling saya nya yang belum bisa memahami materi mungkin mr ngerasa oh aku belum paham jadi dirumah belajar lagi materinya
Pertanyaan	Menurut Anda, apakah partisipasi Anda akan berbeda jika Kahoot! tidak dinilai atau tidak terlalu ditekankan oleh dosen?
Jawaban	Kalo dinilai itu exited dan lebih serius meratiin materinya kalo nggak nanti ngga bisa jawab, kalo ngga dinilai mungkin agak sakit juga walaupun ngga dikasi nilai atau dinilai tetep exited
Pertanyaan	Seberapa percaya diri Anda saat menjawab pertanyaan dalam Kahoot!?
Jawaban	Kalo saya seberapa paham dengan soalnya,kalo dengan soalny paham dan bener itu pd kalo nggak ya kurang pd
Pertanyaan	Bagaimana tingkat kepercayaan diri tersebut memengaruhi fokus dan keterlibatan Anda selama aktivitas berlangsung?
Jawaban	Sangat mempengaruhi fokus misalkan ngga pd oh kayaknya aku kurang paham dengan soalnya jadi agak ngga nyambung gitu jadi sangat berpengaruh dengan pemahaman kita karen memperhatikan waktu juga
Pertanyaan	Menurut Anda, apakah hasil Anda di Kahoot! mencerminkan pemahaman Anda terhadap materi? Mengapa?
Jawaban	Sangat berperpengaruh untuk pemahaman,kalo skornya jauh berarti belum paham,jadi tergantung skor

Pertanyaan	Seberapa mudah Anda memahami instruksi dan menjawab pertanyaan di Kahoot!?
Jawaban	Sebenarnya itu mudah,tapi kemaren hp ku eror jadi ngelag
Pertanyaan	Apakah tingkat kemudahan atau kompleksitas Kahoot! memengaruhi kemauan Anda untuk berpartisipasi aktif? Mengapa?
Jawaban	Iyaa pengen,seru juga dan jadi nguji pd juga.
Pertanyaan	Apakah kemudahan penggunaan membuat Anda tertarik untuk menggunakan Kahoot! kembali di perkuliahan selanjutnya?
Jawaban	Sangat tertarik untuk pake kahoot lagi
Pertanyaan	Bagaimana kendala teknis, seperti koneksi internet atau keterlambatan sistem, memengaruhi kenyamanan dan kepercayaan diri Anda saat menggunakan Kahoot!?
Jawaban	Sangat berpengaruh karna sinyal dan hp yg ngelag awalnya kan dah pd karena sinyal ngga mendukung jadi lama pencetnya kan dia semakin lama pencet skornya rendah dan juga apalagi kalo terlewat soalnya kurang pd lagi
Pertanyaan	Apakah kendala tersebut membuat Anda kurang termotivasi atau kurang serius dalam mengikuti aktivitas? Mengapa?
jawaban	Masih serius untuk menjawab soalnya dan masih termotivasi untuk mengejar apapun yg terjadi trabas
Pertanyaan	Menurut Anda, apakah dukungan teknis yang lebih baik akan meningkatkan keterlibatan Anda dalam penggunaan Kahoot!?
jawaban	Iyaa pasti

ITEM BLOOKET TS

Pertanyaan	Bagaimana pendapat Anda tentang penggunaan Blooket dalam membantu memahami materi Instructional Planning?
Jawaban	Sangat membantu karena berulang dan untuk poinnya bisa ngambil punya kawan,seru si
Pertanyaan	Dibandingkan dengan asesmen formatif biasa, manfaat apa yang Anda peroleh ketika menggunakan Blooket?
Jawaban	Membantu,kalo formatif biasa pake text atau kertas kayaknya manas-manas otak aja,kalo di blooket kayak exited mau jawabnya,pemahaman kita dilatih nyambung apa nggak
Pertanyaan	Menurut Anda, bagaimana Blooket membantu Anda merefleksikan perkembangan belajar selama mengikuti mata kuliah Instructional Planning?
Jawaban	Lumayan,karena ada pengulangan itu jadi kalo bener terus dari soal yg berulang itu meski pilihannya acak berarti kita paham
Pertanyaan	Bagaimana pendapat Anda tentang elemen permainan dalam Blooket, seperti kejadian acak atau sistem poin?
Jawaban	Seru tapi sedih kalo poin kita diambil kawan,kalo udah diatas tapi diambil seru tapi sedih

Pertanyaan	Apakah elemen tersebut membuat pembelajaran lebih menyenangkan atau justru mengalihkan fokus dari materi? Mengapa?
Jawaban	Materinya tetap karena berulang-ulang kan tetep fokus,tapi poin dicuri itu kayak kita tuh capek ngejar poin ini tiba-tiba dicuri
Pertanyaan	Apakah Anda mengikuti Blooket lebih karena keseruannya atau karena ingin mendapatkan skor tinggi? Bisa dijelaskan alasannya?
Jawaban	Ee untuk seru-seru deh,tapi kalo pemahaman itu ada karena ya berulang itu jadi diuji pemahaman kita ,tapi dengan skor itu kayak ai kecewa
Pertanyaan	Seberapa efektif Blooket dalam membantu Anda mengingat atau memperkuat materi Instructional Planning?
Jawaban	Sangat efektif
Pertanyaan	Bagaimana mekanisme permainan, seperti pengulangan, hadiah, atau kejadian acak, memengaruhi fokus Anda saat menjawab pertanyaan?
Jawaban	Tergantung pemahaman juga sih,sama konteks soal nya kalo paham ya fokus
Pertanyaan	Menurut Anda, apakah Blooket memungkinkan proses berpikir yang lebih mendalam dibandingkan Kahoot!? Mengapa?
Jawaban	Membantu karena pengulangan itu
Pertanyaan	Bagaimana pengaruh teman sekelas terhadap partisipasi Anda saat menggunakan Blooket?
Jawaban	Kalo kelas kami lumayan aktif ,ada yg exited ada yg tidak,jadi kalo exited kita juga ikutan,kalo soal poin ya kesel tapi nggak papalah kan yg di tes pemahaman kalo skor nanti dicari lagi
Pertanyaan	Apakah performa teman membuat Anda lebih fokus pada pembelajaran atau lebih terdorong pada kompetisi? Mengapa?
Jawaban	Sangat mendorong dan termotivasi
Pertanyaan	Bagaimana perasaan Anda ketika hasil permainan Anda dibandingkan dengan hasil teman-teman lain?
Jawaban	Terbengong,mikirnya kayak begini pemahamannya tapi kalo poinnya bagus ya senang tapi kalau poin dah dibawah terus pemahaman juga kurang ya sedih gitu
Pertanyaan	Apakah Anda merasa dosen mengharapkan partisipasi yang serius saat Blooket digunakan di kelas? Mengapa?
Jawaban	iyaa pastinya tetep fokus jawab pertanyaan meskipun ada mekanisme permainan. Mr tidak membandingkan mana yg pemahamannya lemot mana yg nggak tapi harus jawab dalam waktu singkat
Pertanyaan	Apakah sistem skor dalam Blooket membuat Anda merasa sedang dievaluasi meskipun sifatnya asesmen formatif?
Jawaban	merasa dievaluasi,karena selain poin ada jumlah berapa soal yg kita jawab dengan benar dari soal-soal yg kita jawab

Pertanyaan	Apakah cara Anda berpartisipasi akan berbeda jika Blooket disajikan murni sebagai permainan pembelajaran?
Jawaban	tergantung kawan karena berkelompok. Kalo saya agak kurang karna serunya yak arna ada poin-poin itu
Pertanyaan	Seberapa percaya diri Anda saat menjawab pertanyaan dalam Blooket?
Jawaban	Lebih pd karena di ulang-uang kan
Pertanyaan	Apakah elemen permainan memengaruhi kepercayaan diri Anda, baik meningkat maupun menurun? Mengapa?
Jawaban	Menurun kalo poinnya berkurang atau dapet yg zonk apalagi pas ada notif poin kita di curi nah itu mulai menurun
Pertanyaan	Apakah Anda merasa dapat mengendalikan performa Anda saat menggunakan Blooket? Bisa dijelaskan?
Jawaban	Terkadang sesuai pemahaman soal mungkin bisa kalo box ngga bisa di prediksi
Pertanyaan	Seberapa mudah Anda memahami aturan permainan dan menjawab pertanyaan dalam Blooket?
Jawaban	Mudah cumin milih box nya aja sesuai keberuntungan
Pertanyaan	Apakah variasi mode permainan membuat Blooket lebih mudah atau justru lebih sulit digunakan? Mengapa?
Jawaban	Mudahh cuman sulitnya pas milih box aja
Pertanyaan	Apakah kemudahan penggunaan memengaruhi motivasi Anda untuk terlibat secara aktif dalam pembelajaran?
Jawaban	Pasti berpengaruh, seru juga tapi itulah kembali ke skor kalo dicuri terus ngga rekomended lagi
Pertanyaan	Bagaimana kendala teknis memengaruhi pengalaman Anda saat menggunakan Blooket?
Jawaban	Kalo kendalanya hp itulah yg kurang memadai, susah karna punyaku ngelag sementara yg teman dah siap gitu, kita juga ngga enak gitu gara-gara kita orang jadinterganggu aktivitasnya gitu
Pertanyaan	Apakah kendala tersebut berdampak pada fokus atau kepercayaan diri Anda selama aktivitas berlangsung?
Jawaban	Sering iya dibawa jadi kurang fokus dan kurang pd
Pertanyaan	Apakah berkurangnya kendala teknis akan membuat Anda lebih bersedia menggunakan Blooket di perkuliahan berikutnya?
Jawaban	Tetep bersedia semuanya masih exited

ITEM KAHOOT! WYW

Pertanyaan	Menurut Anda, bagaimana penggunaan Kahoot! membantu Anda memahami materi Instructional Planning di kelas?
Jawaban	Banget kalo menurut aku pribadi karna suka belajar itu berbasis game, kalo misalnya belajar monoton belajar, belajar terus aku ngerasa tidak ada achievement gitu

Pertanyaan	Jika dibandingkan dengan asesmen formatif konvensional, manfaat pembelajaran apa yang paling Anda rasakan dari Kahoot!?
Jawaban	Pertama, lebih paham materinya. kan ada opsi soal itu true or false, kalo formatif biasa kayak monoton lihat kertas atau file aja kalo kahoot kan dari visualnya aja beda
Pertanyaan	Apakah Kahoot! membantu Anda mengetahui bagian materi yang sudah Anda kuasai dan bagian yang masih sulit dipahami? Bisa dijelaskan?
Jawaban	Yang sudah dikuasai jadi makin dalam dan kita tau yg belum di ketahui (oh ini yaa jawabannya) karna kita tadi salah
Pertanyaan	Bagaimana perasaan Anda terhadap suasana kompetitif dalam Kahoot!, seperti adanya batas waktu dan papan peringkat?
Jawaban	Jujur deg-deg an, kadang ada preasure dikit tapi seneng .kayak temen- temen itu ada yg teriak-teriak, cepet-cepetan, suka sih suka
Pertanyaan	Apakah fitur-fitur tersebut membuat proses belajar terasa lebih menyenangkan atau justru menegangkan bagi Anda? Mengapa?
Jawaban	Ada 2 duanya, menyenangkan iyaa karna visualnya menarik dan sama-sama ngerjainnya sama kawan-kawan itu hidup suasananya, terus menegangkannya itu karna harus cepet waktunya dan juga tepat
Pertanyaan	Menurut Anda, apakah Kahoot! tetap menarik untuk diikuti jika tidak menampilkan skor atau peringkat?
Jawaban	Kayaknya enggak deh, karena ngga puas kalo ngga liat achievement nya
Pertanyaan	Menurut Anda, seberapa efektif Kahoot! dalam membantu Anda mengingat dan memperkuat konsep Instructional Planning?
Jawaban	Efektif banget sih menurutku karena pertanyannya bis akita jawab dan bisa tau salahnya dimana
Pertanyaan	Bagaimana pengaruh batas waktu terhadap cara Anda berpikir dan memahami pertanyaan?
Jawaban	Karna waktunya singkat sekali cumin beberapa detik jadi harus cepet-cepetan kan kadang salah tu ngerasa pressuare gitu
Pertanyaan	Apakah Kahoot! mendorong Anda untuk menjawab dengan cepat atau untuk berpikir lebih matang? Mengapa demikian?
Jawaban	Terdorong sekali karena harus cepat-cepat dan tepat dengan yang lain
Pertanyaan	Bagaimana pengaruh teman sekelas terhadap cara Anda berpartisipasi dalam aktivitas Kahoot!?
Jawaban	Karna kamikan heboh ya, triak-triakkan jadi harus bisa se fokus mungkin karna kami masing-masingla reaksinya.
Pertanyaan	Ketika teman terlihat antusias atau memperoleh skor tinggi, apakah hal tersebut memotivasi Anda atau justru membuat Anda merasa tertekan?
Jawaban	Memotivasi karena aku harus bisakayak dia, kalau dia bisa di podium aku juga harus bisa gitu

Pertanyaan	Apakah performa teman lain memengaruhi keseriusan Anda dalam mengikuti Kahoot!?! Mengapa?
Jawaban	Banget apalagi dia kalo missal setiap jawab skor nya tinggi kan pokoknya aku harus melampaui dia gitu,aku harus bisa
Pertanyaan	Apakah Anda merasa dosen mengharapkan Anda menjawab pertanyaan Kahoot! dengan benar karena materi sudah dijelaskan sebelumnya? Mengapa?
Jawaban	Iya mr guci sering menekankan sih “ kan ini barru aja loh,masa kalian udah lupa” gitu
Pertanyaan	Apakah Anda merasa ada tekanan untuk tampil baik agar tidak dianggap kurang siap atau kurang memperhatikan? Mengapa?
Jawaban	Preasure itu ada, kadang ngga ada juga sih,ya sudahlah ini kan game kan walaupun ada soal-soalnya gitu
Pertanyaan	Menurut Anda, apakah partisipasi Anda akan berbeda jika Kahoot! tidak dinilai atau tidak terlalu ditekankan oleh dosen?
Jawaban	Menurutku si sama mau dinilai atau nggak nya
Pertanyaan	Seberapa percaya diri Anda saat menjawab pertanyaan dalam Kahoot!?!?
Jawaban	70 persen
Pertanyaan	Bagaimana tingkat kepercayaan diri tersebut memengaruhi fokus dan keterlibatan Anda selama aktivitas berlangsung?
Jawaban	Ngaruh ke fokus banget,sebasa mungkin tetep pd dan focus si
Pertanyaan	Menurut Anda, apakah hasil Anda di Kahoot! mencerminkan pemahaman Anda terhadap materi? Mengapa?
Jawaban	Menurutku iya sangat mencerminkan kalo misalnya kita ngga masuk podium atau 5 besar tu kayak berarti ngga paham ni materinya
Pertanyaan	Seberapa mudah Anda memahami instruksi dan menjawab pertanyaan di Kahoot!?!?
Jawaban	Mudah,apalagi kalo misalkan opsinya cumin 2 kalo opsinya 4 itu agak susah si
Pertanyaan	Apakah tingkat kemudahan atau kompleksitas Kahoot! memengaruhi kemauan Anda untuk berpartisipasi aktif? Mengapa?
Jawaban	Justru kami sangat’’ wah intinya kami setiap pe;lajaraan mr nunggu kahoot gitu,excited
Pertanyaan	Apakah kemudahan penggunaan membuat Anda tertarik untuk menggunakan Kahoot! kembali di perkuliahan selanjutnya?
Jawaban	Tertarik sekali,karna cukup mudah ya cuman login di google dah,masukkan kode dan main
Pertanyaan	Bagaimana kendala teknis, seperti koneksi internet atau keterlambatan sistem, memengaruhi kenyamanan dan kepercayaan diri Anda saat menggunakan Kahoot!?!?
Jawaban	Iya karna misalkan nge lag jadi lama kanmencet nya jadi geregetan gitu

Pertanyaan	Apakah kendala tersebut membuat Anda kurang termotivasi atau kurang serius dalam mengikuti aktivitas? Mengapa?
jawaban	Dak sih,yang selanjutnya harus benar dan tetep semangat
Pertanyaan	Menurut Anda, apakah dukungan teknis yang lebih baik akan meningkatkan keterlibatan Anda dalam penggunaan Kahoot!?
jawaban	Pengen banget

ITEM BLOOKET WYW

Pertanyaan	Bagaimana pendapat Anda tentang penggunaan Blooket dalam membantu memahami materi Instructional Planning?
Jawaban	Enggak menurutku,karena ke distract kecuri poinnya
Pertanyaan	Dibandingkan dengan asesmen formatif biasa, manfaat apa yang Anda peroleh ketika menggunakan Blooket?
Jawaban	Ada yaa,tap ikan kita membaca soal cepet trus gara-gara keburu poinnya di maling jadi ngga fokus karna poin tadi,poin ku dah berkurang gitu.manfaat soal berulang itu terasa karena kita jadi inget
Pertanyaan	Menurut Anda, bagaimana Blooket membantu Anda merefleksikan perkembangan belajar selama mengikuti mata kuliah Instructional Planning?
Jawaban	Ya cukup merefleksikan tapi tidak terlalu
Pertanyaan	Bagaimana pendapat Anda tentang elemen permainan dalam Blooket, seperti kejadian acak atau sistem poin?
Jawaban	Ngga suka yaa karena kitajadi ngga fokus untuk menjawab soalnya keburu dimaling poin nya jadi fokusnya harus penuh poinnya
Pertanyaan	Apakah elemen tersebut membuat pembelajaran lebih menyenangkan atau justru mengalihkan fokus dari materi? Mengapa?
Jawaban	Megalihkan fokus banget,nggak suka saya
Pertanyaan	Apakah Anda mengikuti Blooket lebih karena keseruannya atau karena ingin mendapatkan skor tinggi? Bisa dijelaskan alasannya?
Jawaban	Ngejar skor si karna yang paling penting kalo poin kan di curi
Pertanyaan	Seberapa efektif Blooket dalam membantu Anda mengingat atau memperkuat materi Instructional Planning?
Jawaban	50 persen la
Pertanyaan	Bagaimana mekanisme permainan, seperti pengulangan, hadiah, atau kejadian acak, memengaruhi fokus Anda saat menjawab pertanyaan?
Jawaban	Sangat sangat mempengaruhifokus,oke soalnya berulang-ulang jadi kita ingat oh ini jawabannya tapi pas mau jawab poinnya dicuri jadi kayak dak deh dak fokus lagi
Pertanyaan	Menurut Anda, apakah Blooket memungkinkan proses berpikir yang lebih mendalam dibandingkan Kahoot!? Mengapa?
Jawaban	Mungkin kalo mendalam okelah yak arna dari segi pemahaman oke,karna si kahoot! minus nya cepet – cepetan kalo ini di curi poinnya .kalo mendalam okelah
Pertanyaan	Bagaimana pengaruh teman sekelas terhadap partisipasi Anda saat menggunakan Blooket?
Jawaban	Karna waktu itu kami online ya dirumah masing’’ reaksinya kawan=kawan itu buruk,jeleklah untuk si blooket ini .menurut kami dak efektif

Pertanyaan	Apakah performa teman membuat Anda lebih fokus pada pembelajaran atau lebih terdorong pada kompetisi? Mengapa?
Jawaban	Dak semangat nggak kan kalo di kahoot! ngejar poin (njawab cepet dan benerpoinnya tinggi dan bisa naik rank nya) kalo di blooket missal dicuri ya udahlah,dah ga mau bangkit
Pertanyaan	Bagaimana perasaan Anda ketika hasil permainan Anda dibandingkan dengan hasil teman-teman lain?
Jawaban	Alhamdulillah hasilnya tidak terlalu mengecewakan,jadi ngga terlalu preasure walaupun poinnya di curi .cuman nggak nyaman aja mainnya
Pertanyaan	Apakah Anda merasa dosen mengharapkan partisipasi yang serius saat Blooket digunakan di kelas? Mengapa?
Jawaban	Karna waktu itu kami baru percobaan sekali jadi mr tidak terlalu preasure kalian harus serius nggak si,ini baru pertama kali jadi mr maklumi dan curi' poin juga
Pertanyaan	Apakah sistem skor dalam Blooket membuat Anda merasa sedang dievaluasi meskipun sifatnya asesmen formatif?
Jawaban	Merasa dievaluasi tapi kadang ada tidak adilnya karna dicuri tadi jadi nggak,nggak banget
Pertanyaan	Apakah cara Anda berpartisipasi akan berbeda jika Blooket disajikan murni sebagai permainan pembelajaran?
Jawaban	Aku ngerasa vibes nya kurang,jadi kami mersa ngga se exited itu ,idak deh
Pertanyaan	Seberapa percaya diri Anda saat menjawab pertanyaan dalam Blooket?
Jawaban	Percaya diri sebenarnya percaya diri,tapi sudah pd dijatuhkan karna poinnya dicuri jadi ngga pd lagi
Pertanyaan	Apakah elemen permainan memengaruhi kepercayaan diri Anda, baik meningkat maupun menurun? Mengapa?
Jawaban	Iya mempengaruhi kalo saya jadi menuurun
Pertanyaan	Apakah Anda merasa dapat mengendalikan performa Anda saat menggunakan Blooket? Bisa dijelaskan?
Jawaban	enggak karna kan ada milih blind box ternyata itu I curia tau berkurang poinnya jadi nggak
Pertanyaan	Seberapa mudah Anda memahami aturan permainan dan menjawab pertanyaan dalam Blooket?
Jawaban	Lumayan susah karna itu tebak tebaan si
pertanyaan	Apakah variasi mode permainan membuat Blooket lebih mudah atau justru lebih sulit digunakan? Mengapa?
Jawaban	Sulit karna tebak-tebakkan harta karun itu
Pertanyaan	Apakah kemudahan penggunaan memengaruhi motivasi Anda untuk terlibat secara aktif dalam pembelajaran?
Jawaban	Aku tidak akan menggunakan blooket sebagai guru di masa depan ataupun sebagai murid nantinya kalo ada pilihan

Pertanyaan	Bagaimana kendala teknis memengaruhi pengalaman Anda saat menggunakan Blooket?
Jawaban	Iyaa mempengaruhi
Pertanyaan	Apakah kendala tersebut berdampak pada fokus atau kepercayaan diri Anda selama aktivitas berlangsung?
Jawaban	iyaa banget,mempengaruhi sekali
Pertanyaan	Apakah berkurangnya kendala teknis akan membuat Anda lebih bersedia menggunakan Blooket di perkuliahan berikutnya?
Jawaban	mungkin kalo misalnya developernya benahi si blooket ini ngga pake tebak-tebaan lagi,missal kita dah benar ni jawabannya jadi karna kita tekan pilihan box yg salah jadi di maling atau berkurang poinnya,jika itu di hilangkan mau saya pakeknya

ITEM KAHOOT! LM

Pertanyaan	Menurut Anda, bagaimana penggunaan Kahoot! membantu Anda memahami materi Instructional Planning di kelas?
Jawaban	Membantu,soalnya ntah itu dari mr nya yg pinter mengelola soal atau gimana yaa jadi lebih kayak mengulang,denga nada kahoot kita jadi lebih ngerti dari pertanyaan jugo jawabannya
Pertanyaan	Jika dibandingkan dengan asesmen formatif konvensional, manfaat pembelajaran apa yang paling Anda rasakan dari Kahoot!?
Jawaban	Sangat bermanfaat,apalagi gerasi kita sekarang lebih senang yang seru'' gitu,daripada yg formal banget. Kalo mr bilang nanti ada quis kahoot pasti kita kayak excited
Pertanyaan	Apakah Kahoot! membantu Anda mengetahui bagian materi yang sudah Anda kuasai dan bagian yang masih sulit dipahami? Bisa dijelaskan?
Jawaban	Dari kahoot itulah kayak lebih mengerti,kan pertanyaan yg kita tau otomatis bisa lebih cepet jawab dan darisana keliatan nanti yg o ini aku ngerti banget yg inikayak kesulitan buat jawab gitu jadi agak telat
Pertanyaan	Bagaimana perasaan Anda terhadap suasana kompetitif dalam Kahoot!, seperti adanya batas waktu dan papan peringkat?
Jawaban	Degdeg an si,kayak ke greget gitu.kalo misalkan tau jawabannya benar jadi itu mempengaruhi,apalagi mr tayangkan leadbord nya di depan kelas.tau salah nya berapa orang juga meskipun ga tau itu siapa yg njawab salah cuman kayak greget aja kan, missal kita salah apalagi
Pertanyaan	Apakah fitur-fitur tersebut membuat proses belajar terasa lebih menyenangkan atau justru menegangkan bagi Anda? Mengapa?
Jawaban	Menyenangkan,selain leadbord sama time.sebelum ada pertanyaan yg ada pilihan itu kan sekilas ada soal nya aja yg muncul meskipun sekilas na disitu juga memudahkan kita adalah gambaran pertanyaannya
Pertanyaan	Menurut Anda, apakah Kahoot! tetap menarik untuk diikuti jika tidak menampilkan skor atau peringkat?
Jawaban	Enggak,karna ya kita itu kadang dengan Nampak exited terus karna ada skore sama peringkat'' itu
Pertanyaan	Menurut Anda, seberapa efektif Kahoot! dalam membantu Anda mengingat dan memperkuat konsep Instructional Planning?
Jawaban	Sangat efektif,pas lagi belajar sebelum kuis
Pertanyaan	Bagaimana pengaruh batas waktu terhadap cara Anda berpikir dan memahami pertanyaan?
Jawaban	Ada,karna kan kayak dari berapa detik.na dari sana bisa tau kemampuan kita kalo emang bisa di detik'' pertama pun kita bisa njawab,tapi kalo kita agak kurang ngerti dengan materi itu kadang kita di detik-detik terakhir kanjad sangat berpengaruh sih

Pertanyaan	Apakah Kahoot! mendorong Anda untuk menjawab dengan cepat atau untuk berpikir lebih matang? Mengapa demikian?
Jawaban	Iyaa bisa,dari awal dah yakin banget sama jawabannya,kalo awalnya aja dah ragu kayaknya keuntungan kalo jawabannya bener
Pertanyaan	Bagaimana pengaruh teman sekelas terhadap cara Anda berpartisipasi dalam aktivitas Kahoot!?
Jawaban	Pengaruh donk,kalo misalnya waktunya tinggal dikit dan belum njawab, na disana kalo kelewat itu nggak cuman kayak disitu bener-bener di detik terakhir karna ga tau apa jawabannya,jadi kayak bismillah aja ntah itu salah apa bener,tapi dak pernah kehabisan waktu/telat menjawab
Pertanyaan	Ketika teman terlihat antusias atau memperoleh skor tinggi, apakah hal tersebut memotivasi Anda atau justru membuat Anda merasa tertekan?
Jawaban	Lebih ke memotivasi ,apalagi kayak quis selanjutnya harus ini deh ningkat gitu,kalo pas kahootnya berlangsung di soal'' selanjutnya kayak lebih pengen bener gitu
Pertanyaan	Apakah performa teman lain memengaruhi keseriusan Anda dalam mengikuti Kahoot!? Mengapa?
Jawaban	Enggak si,gimana pun saya tetep serius dan berusaha untuk dapat rank atas/podium
Pertanyaan	Apakah Anda merasa dosen mengharapkan Anda menjawab pertanyaan Kahoot! dengan benar karena materi sudah dijelaskan sebelumnya? Mengapa?
Jawaban	Iyaa,kalo dari mr nya udah pasti itu karna baru aja di jelasin kan sebelumnya di hari itu
Pertanyaan	Apakah Anda merasa ada tekanan untuk tampil baik agar tidak dianggap kurang siap atau kurang memperhatikan? Mengapa?
Jawaban	Sebenarnya tertekan itu nggak,karna pertama kalo pun terlihat salah isi apa gimana,dan karna orang lain juga ga tau siapa yg salah jadi lebih ke skip aja gitu. Dan kalo pas diakhir keliatan kurang paham sama materi kayak kesel “ kenapa la ya,kan misalkan kita salah padahal aku tau jawabannya baru inget’’
Pertanyaan	Menurut Anda, apakah partisipasi Anda akan berbeda jika Kahoot! tidak dinilai atau tidak terlalu ditekankan oleh dosen?
Jawaban	Tetap sama,karna kan itu tujuannya untuk ngeliat kita paham atau nggak jadi mau diambil nilai apa nggak tetep antusias
Pertanyaan	Seberapa percaya diri Anda saat menjawab pertanyaan dalam Kahoot!?
Jawaban	Sangat percaya diri,kareana selama kuis dengan mr ada beberapa yang lupa,setiap ikut kuis ya udah tenang aja gitu karena mr juga kan ngejelasinnya clearkan jadi itu ngebantu banget
Pertanyaan	Bagaimana tingkat kepercayaan diri tersebut memengaruhi fokus dan keterlibatan Anda selama aktivitas berlangsung?

Jawaban	Kan otomatis kalo kita pd dari awal pas ngadepin itu jadi kayak ya udah
Pertanyaan	Menurut Anda, apakah hasil Anda di Kahoot! mencerminkan pemahaman Anda terhadap materi? Mengapa?
Jawaban	Kayaknya sesuai dengan yg di pahami deh
Pertanyaan	Seberapa mudah Anda memahami instruksi dan menjawab pertanyaan di Kahoot!?
Jawaban	Mudah semua kok,ngga ada yg harus apa gitu daftar dulu atau segala macam,mudah sampe akhir juga mudah
Pertanyaan	Apakah tingkat kemudahan atau kompleksitas Kahoot! memengaruhi kemauan Anda untuk berpartisipasi aktif? Mengapa?
Jawaban	Iya betul,karna kadang kan ada apk'' yg susah jadi males gitu ntah perangkat kita ga mendukung atau gimanakalo kahoot kayaknya bisa semua deh
Pertanyaan	Apakah kemudahan penggunaan membuat Anda tertarik untuk menggunakan Kahoot! kembali di perkuliahan selanjutnya?
Jawaban	Iya tertarik
Pertanyaan	Bagaimana kendala teknis, seperti koneksi internet atau keterlambatan sistem, memengaruhi kenyamanan dan kepercayaan diri Anda saat menggunakan Kahoot!?
Jawaban	Betul mempengaruhi,kadang kalo kita lagi semangat-semangat nya tiba-tiba ilang sinyal kan fokus kita buyar ya,dan pas kita ngerasa banyak yg bener tiba'' ngelag atau apa pasti lesu gitu
Pertanyaan	Apakah kendala tersebut membuat Anda kurang termotivasi atau kurang serius dalam mengikuti aktivitas? Mengapa?
jawaban	nggak semangat lagi,ai sudahlah isi-isi aja lah ,agak kurang semangat karna ga full dari awal gitu
Pertanyaan	Menurut Anda, apakah dukungan teknis yang lebih baik akan meningkatkan keterlibatan Anda dalam penggunaan Kahoot!?
jawaban	Otomatis iyaa karna lancar kan dan lebih semangat

ITEM BLOOKET LM

Pertanyaan	Bagaimana pendapat Anda tentang penggunaan Blooket dalam membantu memahami materi Instructional Planning?
Jawaban	Bantu,karena dia di ulang-ulang gitu pertanyaannya jadi kita lebih inget gitu tentang materinya
Pertanyaan	Dibandingkan dengan asesmen formatif biasa, manfaat apa yang Anda peroleh ketika menggunakan Blooket?
Jawaban	Masih mending blooket,karena kalo yg asesmen formatif bias aitu kadang bosan jadi masih mending pake blooket ini
Pertanyaan	Menurut Anda, bagaimana Blooket membantu Anda merefleksikan perkembangan belajar selama mengikuti mata kuliah Instructional Planning?

Jawaban	Iyaa sih,sebenarnya sma aja kayak kahoot cuma ya di bloocket itu mines nya itu cumin di permainannya itu
Pertanyaan	Bagaimana pendapat Anda tentang elemen permainan dalam Bloocket, seperti kejadian acak atau sistem poin?
Jawaban	Sebenarnya jika untuk kita main pribadi itu tuidak masalah,seru juga dan kayak bermain sambil belajar tapi berharap ke mr nya jangan sampai lihat yg banyak poin jadi nilainya tinggi,jadi dia kayak cross check kan. Kadang ada yg banyak jawab bener dia yg paling bawah kan karena ducuri terus poinnya
Pertanyaan	Apakah elemen tersebut membuat pembelajaran lebih menyenangkan atau justru mengalihkan fokus dari materi? Mengapa?
Jawaban	nggak fokus ke materi,jadi lebih fokus ke permainan,jujur bloocket itu malah ngerugiin kitaa,fokus ke mau mencuri poin juga. Iya ngalihkan
Pertanyaan	Apakah Anda mengikuti Bloocket lebih karena keseruannya atau karena ingin mendapatkan skor tinggi? Bisa dijelaskan alasannya?
Jawaban	Lebih ke seruannya mau dapetin poin,apalagi kita tau kan siapa yg ambil poinnya ketahuan kan
Pertanyaan	Seberapa efektif Bloocket dalam membantu Anda mengingat atau memperkuat materi Instructional Planning?
Jawaban	Efektif si kalo itu,karena berulang-ulang gitu soalnya,kalo missal jawaban pertama salah ntar pas temu soal yg sama nggak salah lagi njawabnya
Pertanyaan	Bagaimana mekanisme permainan, seperti pengulangan, hadiah, atau kejadian acak, memengaruhi fokus Anda saat menjawab pertanyaan?
Jawaban	Masi fokus,tetep pengen serius ,tetep pengen bener ,meskipun kayak bakal ducuri orang lagi masi tetep
Pertanyaan	Menurut Anda, apakah Bloocket memungkinkan proses berpikir yang lebih mendalam dibandingkan Kahoot!? Mengapa?
Jawaban	Kayaknya memungkinkan,karna kn multiple choice jadi kayak bisa inet kayaknya ini. Tapi kalo di kahoot bener-bener kita tuh mikir sendiri mana yg bener nya terlebih di true or false
Pertanyaan	Bagaimana pengaruh teman sekelas terhadap partisipasi Anda saat menggunakan Bloocket?
Jawaban	Mungkin lebih ke kayak marah''nya ,apalagi karna kawan sekelas kan jadi ya itulah interaksinya
Pertanyaan	Apakah performa teman membuat Anda lebih fokus pada pembelajaran atau lebih terdorong pada kompetisi? Mengapa?
Jawaban	Lebih bersaing lagi,kalo emang karena dia bener'' njawab dan poinnya agak rendah,tapi tetep fokus
Pertanyaan	Bagaimana perasaan Anda ketika hasil permainan Anda dibandingkan dengan hasil teman-teman lain?

Jawaban	Kalo memang jawaban saya banyak yg benar tapi poinnya dapet dikit ya nggak malu lah karna orang juga tau kano o emang di ani nggak hoki di poin,tapi emang dia nih ngerti
Pertanyaan	Apakah Anda merasa dosen mengharapkan partisipasi yang serius saat Blooket digunakan di kelas? Mengapa?
Jawaban	Emang harusnya gitu,kayak seneng karena emang yg di pertimbangkan itu jumlah benar nya yg menandakan oh paham sama materinya
Pertanyaan	Apakah sistem skor dalam Blooket membuat Anda merasa sedang dievaluasi meskipun sifatnya asesmen formatif?
Jawaban	Iyaa tapi lebih ke inget ke yg kalah poinnya si
Pertanyaan	Apakah cara Anda berpartisipasi akan berbeda jika Blooket disajikan murni sebagai permainan pembelajaran?
Jawaban	Lebih ke formatif asesmen,karena kalo untuk seru-seruan aja pasti ga mau belajar kan maksudnya idak mau serius kan ,jadi kayak terkadang ngisi asal-asalan
Pertanyaan	Seberapa percaya diri Anda saat menjawab pertanyaan dalam Blooket?
Jawaban	Percaya diri,karena di ulang-ulang gitu,trus kan kalo misal salah ya pas muncul lagi soalnya bisa jawab yg benarnya
Pertanyaan	Apakah elemen permainan memengaruhi kepercayaan diri Anda, baik meningkat maupun menurun? Mengapa?
Jawaban	Masih,malah kayak pengen ngejar gitu jadi termasuk motivasi juga
Pertanyaan	Apakah Anda merasa dapat mengendalikan performa Anda saat menggunakan Blooket? Bisa dijelaskan?
Jawaban	Kalo misal jawaban yg benar nya banyak dan poinnya tinggi ya pasti ngerasa bisa ngendaliin
Pertanyaan	Seberapa mudah Anda memahami aturan permainan dan menjawab pertanyaan dalam Blooket?
Jawaban	Agak susah,apalagi pas pertama main pernah skornya rendah dan poinnya juga rendah karena ngga ngerti cara mainnya,seperti gimana cara swap poin kawan itu gimana gitu
Pertanyaan	Apakah variasi mode permainan membuat Blooket lebih mudah atau justru lebih sulit digunakan? Mengapa?
Jawaban	Lebih sulit di gunakan apalagi saat pertama kali,mungkin ganti-ganti juga biar ga bosan main
Pertanyaan	Apakah kemudahan penggunaan memengaruhi motivasi Anda untuk terlibat secara aktif dalam pembelajaran?
Jawaban	Awalnya iyaa,gimana yaa poin kit aitu diambil sementara pas pertama itu ga ngerti jadi itu si bikin motivasi kita down tapi kalo kta ngerti seru dan mau aja gitu
Pertanyaan	Bagaimana kendala teknis memengaruhi pengalaman Anda saat menggunakan Blooket?
Jawaban	Kalo di blooket jarang malah ga pernah kendala di kahoot

Pertanyaan	Apakah kendala tersebut berdampak pada fokus atau kepercayaan diri Anda selama aktivitas berlangsung?
Jawaban	Iya pasti mempengaruhi
Pertanyaan	Apakah berkurangnya kendala teknis akan membuat Anda lebih bersedia menggunakan Blooket di perkuliahan berikutnya?
Jawaban	Mau pake lagi

Note:

1. The coding process was conducted by combining participants' responses to all interview questions representing the same indicator. Rather than coding each interview question separately, the researcher analyzed the responses holistically to identify the initial codes and determine the final code for each participant under the corresponding indicator.
2. The excerpts presented in this coding table are selected representations of the participants' interview responses. The final coding was determined based on the overall responses related to each indicator, rather than on the excerpts presented individually.

1. RQ 1 (Kahoot)

Partisipant	Excerpt	Indicator	Frequency
AKA	Membantu,menarik minat belajar,bisa tau kemampuan kita	Usefullness	7 orang menilai Kahoot usefullnes
DFH	pemahaman lebih baik karena setelah mempelajari di materi di test dengan game		
DIS	seperti review materi		
JN	sangat membantu untuk tau seberapa paham		
RL	Sangat membantu paham materi,review ulang		
YWY	Lebih paham materi,ngerasa ada achievement		
LM	Sangat bermanfaat untuk review		
SPC	Ada manfaat tapi kayak hal yg biasa		
TS	Lumayan membantu,lebih mudah kalo paham		

Partisipan t	Excerpt	Indicator	Frequency
AKA	Seru,menantang,kompetitif,fiturnya yg membuat menarik	Enjoyment	8 orang menganggap kahoot menyenangkan untuk memahami materi
DF	Lebih menyenangkan, merasa kompetitif		
DIS	rasa otomatis pengen bersaing, Menyenangkan karna langsung muncul feedback		
RL	Nervous,mmenarik,fitur yg menyenangkann Seru kaarena feedback dan leadbord		
LM	Kompetitif membuat belajar lebih seru		
JN	Tertantang,lebih berambisi dan bersemangat ,enggaging		
WYW	Seru kaarena feedback dan leadbord		
TS	Seru meskipun ada tekanan waktu		
SPC	Lebih pro blooket karena lebih paham dan seru. jadi kesenangannya di kahootnya rendah		

Partisipan	Excerpt	Indicator	Frequency
AKA	Jelas sangat efektif sudah belajar langsung di tes,harus berfikir cepat dan njawab dengan tepat	Effectiveness	7 orang menyatakan efektif assessment menggunakan Kahoot
DF	Sangat efektif bisa tau kemampuan dan skill decision making		
DIS	Lumayan efektif, kayak (oh ini yaa yg tadi)		
JN	efektif tapi tergantung pemahaman		
TS	Efektif melatih kecepatan berfikir		
RL	Efektif karena ada feedback langsung		
WYW	Efektif memahami materi		
LM	Efektif ada feedback dan juga fitur ranking		
SCP	Kurang efektif karena waktu terbatas		

Q1 (Blooket)

Participant	Excerpt	Frequency
AK	Bantu review dan mudah mengingat materi karena berulang	9 orang menilai blooket cocok untuk mengingat materi karena soalnya yg berulang
DF	Bisa tau kemampuan dari jumlah benar salahnya	
JN	Memahami materi karena repetition	
LM	Lebih paham karena soalnya berulang	
DIS	Lebih ke review materi karena berulang soalnya	
TS	Lebih paham karena soalnya berulang	
RL	lebih inget materi karena berulang soalnya	
WYW	kurang suka di blooket fitur gamenya karena ngalihkan fokus	
SCP	Lebih paham karena soalnya berulang dengan cara menyenangkan	

Participant	Excerpt	Frequency
AK	seru karena ada fitur game,tapi yg dikejar tetep score	9 orang menganggap blooket menyenangkan karena fitur game dan tetep review materi dari soal yg muncul berulang
DFH	Tetep ngejar score benar salah,fitur gamenya untuk hiburan aja	
JN	Menyenangkan tapi sedikit kesal ddengan fitur game yg curi poin	
LM	Menyenangkan tapi kalo lagi jawab soal terkadang fokusnya buyar	
DIS	Seru ada tegangnya karena poin tapi untuk materi karena berulang jadi fifty fifty	
RL	Seru reviewmateri dan ada fitur game jadi ada hiburannya tapi tetep harus fokus	
TS	Suka banget pas poinnya tinggi pas poin diambil sedih	
YWY	Seneng sama fitur gamenya kalo berhasil ambil poin	
SPC	Buat belajar lebih menyenangkan,lebih ke game tapi diselipin materi	

Participant	Excerpt	Frequency
AK	Efektif asalkan bisa tetep fokus ngejain soal karena targetnya score	7 orang menganggap

DFH	Efektif apalagi masih bisa liat rekapan jumlah benar da salahnya	blooKet efektif jika tetep fokus mengejar score
JN	Efektif kalo kita fokus ngejar score jangan terkecoh dengan sistem poin	
LM	Fifty fifty,tergantung kita kalo scorenya bagus poinnya rendah ngga apa	
DIS	Lebih ngejar score kalo poin rendah orang juga tau kalo dicuri	
RL	Lebih ngejar score kalo ngejar poin bakalan kecewa nanti	
TS	Kurang efektif kalo udah ngga fokus karena sistem game	
YWY	Efektif kalo ngejar score tapi fitur gamenya bener ngalihin fokus banget	
SCP	Efektif jadi berasa mai game tapi di selipin materi gitu	

RQ 2 : The Influence of bjective Norm

Kahoot	Inicial code	
Adanya ranking dan leadbord jadi tertantang dan berambisi	Leadboard,competition	1. increased motivation 2. understanding the material 3. active participation 4. competition 5. emotional response
Melihat teman yg selalu di 5 besar podium jadi termotivasi	Peer comparison,motivation	
Leadbord yg ditampilkan di depan kelas buat semangat bangkit dan mengejar podium dengan njawab secara tepat dan lebih cepat	Competition,motivation	
Tegang terkadang karena timernya,jadii pas temu soal yg agak susah njawabnya pas akhir jadi menentukain poin yg didapat juga	Time pressure,emotional response	
Lebih pengen bersaing dengan temen juga,kalo dia bisa perform bagus kenapa aku nggak	Peer competition,motivation	
Memahami materi dari awal akan sangat membantu kita percaya diri dan tidak takut dengan timer	Understanding material,confidence	
Kalo paham materi pasti cepet njawabnyaa dan poinnya juga pasti tinggi	Retention,understanding the material	

Lebih aktif karena merasa dipantau dari leadbord dan sangat juga dengan teman	Monitoring,active participation	
Timer nya pressure kalo ngga tau jawabannya bakal panik dan salah jawab biasanya	Time pressure,panic	

Blooket	
Kalo poin kita tinggi atau bisa nyuri poin seneng,tapi kalo kita yg dibantai kesel banget	1. Academic Evaluation Through Correct and Incorrect Answers 2. Focus on Understanding the Material 3. Increased Motivation 4. Competition 5.Emotional Reactions
Lebih ngejar score lebih baik karena kalo poin dah pasti sewaktu kita lengah bisa di curi	
Seru bisa main sambil belajar tapi kalo saling bantai itu lebih seru sih	
Sistem poin sangat ngalihin fokus,kadang mau ngebantai jadi dah bukan ngejar score lagi	
Mudah digunakan karena untuk cara njawab soal itu mudah tapi untuk poin itu keberuntungan aja ngga ada strateginya	
Blooket lebih kekeberuntungan untuk sistem poinnya,jadi yg scorenya tinggi poinnya rendah karena poinnya dicuri	
Jadi lebih berkompetisi di poin bukan lagi di score	
Meningkatkan motivasi karena seru dan soal berulang tapi kalo fokus buyar jadi termotivasi ngebantai	
Semuanya aktif ngejar poin jadi cari aman ngejar score aja,karena itu yg nanti bakal dinilai sama mr	

RQ 3 : Students perceived behavioral control

Kahoot!	Blooket
Confidence Through Understanding the Material	Confidence Through Repeated Exposure to the Material
Reflection of Learning Understanding	Confidence Through Correct Answers
Ease of Use	Ease of Use
Learning Engagement	Learning Engagement
Technical Barriers	Technical Barriers

Note :

1. The excerpts presented in this table are selected representations of the interview data and do not constitute the entire dataset or the complete coding

process. They are presented as examples to illustrate how selected interview responses were coded and related to the final categories reported in the findings. 2. Coding Process: Complete interview data → Data analysis → Initial coding → Grouping of similar codes → Final categories presented in the findings

DOCUMENTATIONS

