



## **Integrating Experiential Learning and Kahoot: Impacts on Elementary Students' Science Knowledge and Scientific Attitudes**

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**Abstract:** This study aims to examine the effect of a Kahoot-assisted experiential learning model on students' IPAS knowledge competence and scientific attitudes. The study employed a quantitative quasi-experimental method using a posttest-only control group design. Two classes were randomly assigned to the experimental and control groups. Data were collected using an IPAS knowledge competence test and a scientific attitude questionnaire and were analyzed using multivariate analysis of variance (MANOVA). The results revealed a statistically significant effect of Kahoot-assisted experiential learning on both outcome variables. The experimental group achieved higher mean scores in IPAS knowledge competence (86.35) and scientific attitudes (85.87) compared to the control group (82.56 and 60.56, respectively). These findings confirm that integrating experiential learning with Kahoot as an interactive digital medium enhances students' conceptual understanding and scientific attitudes. In the context of elementary education in the digital era, this suggests that digital technology can play a more substantive role beyond merely increasing classroom engagement. When aligned with an appropriate pedagogical model, such as experiential learning, interactive digital media can facilitate meaningful learning experiences that promote conceptual mastery, active participation, reflection, and the development of positive scientific attitudes. Therefore, this integration provides a promising direction for elementary science instruction, particularly in addressing the need for innovative and pedagogically grounded digital learning practices in 21st-century classrooms.

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## **Introduction**

Education plays a strategic role in shaping students' ways of thinking and improving quality of life in various aspects (Ratminingsih et al., 2020). In this context, teachers hold a key role in designing and implementing effective, meaningful learning that is oriented toward developing students' competencies (Suastika, 2023). Professional teachers are expected to manage the learning process optimally so that both learning processes and outcomes can be improved to the fullest extent (Wati & Trihantoyo, 2020). Quality learning does not only emphasize cognitive achievement but also promotes the development of students' knowledge competence and scientific attitudes, such as curiosity, honesty, openness to evidence, collaboration, and responsibility throughout the learning process. Strong knowledge competence supports students in thinking logically, critically, and systematically, while scientific attitudes serve as an essential foundation for building objective and responsible learning character (Sari et al., 2024; Winangun et al., 2024).

The urgency of strengthening students' knowledge competence and scientific attitudes becomes more evident when linked to Indonesian students' science achievement, which still



requires improvement. Based on the 2024 Programme for International Student Assessment (PISA) data, Indonesia ranked 68th out of 81 countries with a science score of 398 (Satria et al., 2025). This achievement indicates that Indonesian students' science competence remains at a low level and therefore calls for strengthening learning, particularly in science-related content at the elementary school level (Pujawan & Suryawan, 2021). In line with the implementation of the Merdeka Curriculum, elementary education has undergone a significant reform through the integration of Natural Sciences and Social Sciences into a single subject, namely Science and Social Studies (IPAS) (W. Ramadhan et al., 2023). IPAS focuses on understanding natural and social phenomena through a scientific approach involving observation, analysis, and experimentation. Accordingly, IPAS learning is expected to develop students' scientific attitudes as well as their knowledge competence (Fitriana et al., 2024; Prabawati et al., 2025). In practice, students need to be actively engaged in constructing conceptual understanding through logical reasoning, critical thinking, and problem-solving grounded in real-life contexts (Rahayu et al., 2022; Syahidi et al., 2020).

Nevertheless, the reality of IPAS learning in elementary schools still faces challenges, particularly when instruction remains teacher-centered. Classroom observations of Grade V students in the Tuanku Imam Bonjol Elementary School Cluster revealed that teachers still predominantly use conventional media, which tends to make students passive, easily bored, and less engaged in learning activities. This condition affects students' mastery of IPAS knowledge competence and limits the development of their scientific attitudes. This issue is also reflected in students' daily test results, which have not met the Minimum Learning Achievement Criteria (KKTP) of 75, with only about 70% of students achieving the expected standard. The dominant use of traditional teaching methods such as lecturing, question-and-answer sessions, discussions, and assignments without innovative media support has contributed to low student engagement during learning (Devita & Budiyanto, 2022).

On the other hand, 21st-century learning demands the integration of digital technology to enhance educational quality and strengthen students' learning experiences (Santayasa et al., 2021). Technology functions not only as a learning aid but also as a driver of learning motivation, a facilitator of faster access to information, and a tool that helps teachers develop more varied learning materials and strategies (Siregar et al., 2024). Digital-based learning media provide opportunities to create more engaging, interactive, and challenging learning environments, which can reduce boredom commonly found in conventional learning approaches (Zahwa & Syafi'i, 2022). The use of digital devices that are familiar in students' daily lives can also increase participation and enthusiasm for learning (Purwowidodo & Zaini, 2023). However, technology cannot replace the teacher's role in instilling values, attitudes, motivation, and exemplary behavior through direct interaction during the learning process (Damayanti & Nurhasanah, 2022; Zubaidah, 2022).

One relevant approach to address these needs is the experiential learning model. This model emphasizes direct experience as the main foundation of learning, where knowledge is constructed through the transformation of experience rather than solely through lectures or memorization (Silberman et al., 2021). Conceptually, experiential learning aligns with constructivist perspectives, which highlight that students' understanding is actively built through direct involvement in learning activities (Daga, 2022; Mc Pherson-Geysler et al., 2020). Experiential learning consists of four interconnected stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. This process makes learning more meaningful and supports the development of critical thinking as well as active student engagement (Ramadhan et al., 2025). Meaningful learning enables students to



connect new knowledge with prior knowledge, making learning content easier to understand, retain, and apply in everyday life (Nurlina & Bahri, 2021). In addition, experiential learning can be implemented individually or collaboratively, encouraging students to actively contribute, cooperate, and solve problems together (Ilham & Tiodora, 2023).

The implementation of experiential learning can be further optimized through interactive digital media, one of which is Kahoot. Kahoot is a game-based learning platform that can create a more enjoyable and competitive learning atmosphere while encouraging active student participation (Sulistiyawati et al., 2021). It provides interactive quizzes that require students to respond quickly and accurately, while offering immediate feedback that can increase learning motivation (Rahmah et al., 2023). Kahoot is also easy to use, freely accessible, and capable of making learning more engaging while reducing student boredom (Limbong et al., 2023). Previous studies have reported that Kahoot positively affects learning outcomes, motivation, and students' interest in learning (Indriani, 2022; Pitriani & Dantes, 2024; Rukmana et al., 2024; Safitri et al., 2023; Sinaga et al., 2022). Moreover, Kahoot has been proven effective in specific topics such as ecosystem learning for Grade V elementary school students (Islam et al., 2024).

However, based on the current state of the art, most previous studies have examined Kahoot primarily in relation to learning achievement, motivation, or students' general interest in learning, rather than positioning it within a clearly defined pedagogical framework. In particular, limited attention has been given to its integration with Experiential Learning (EL). This is a notable gap, as EL provides a structured learning process in which students construct understanding through concrete experience, reflective observation, abstract conceptualization, and active experimentation. Within this framework, Kahoot can function as a relevant instructional support tool because its interactive format, real-time feedback, and engaging assessment features may strengthen students' reflection, reinforce conceptual understanding, and sustain active involvement across the learning process. Such alignment is especially relevant in elementary IPAS learning, which aims not only to develop students' science knowledge but also to foster scientific attitudes. Despite this potential, empirical studies investigating the effects of integrating EL and Kahoot on both students' IPAS knowledge competence and scientific attitudes remain scarce. Therefore, the novelty of this study lies in examining the effects of Kahoot-assisted Experiential Learning on these two essential outcomes, both simultaneously and partially.

This study aims to examine the effect of the Kahoot-assisted experiential learning model on Grade V students' IPAS knowledge competence and scientific attitudes in the Tuanku Imam Bonjol Elementary School Cluster. Specifically, the study investigates whether the implementation of experiential learning supported by Kahoot significantly improves students' IPAS knowledge competence and enhances their scientific attitudes during the learning process. This research is expected to contribute to the existing literature by providing empirical evidence on how the integration of Kahoot within an Experiential Learning approach can support cognitive and affective outcomes in elementary science learning. In practice, the study may offer insights for teachers and curriculum developers in designing interactive learning environments that promote not only students' mastery of scientific concepts but also the development of positive scientific attitudes.



### Research Method

This study used a quantitative quasi-experimental approach with a posttest-only control group design to compare learning outcomes between an experimental and a control group under natural classroom conditions. The research was conducted in the Tuanku Imam Bonjol Elementary School Cluster, Denpasar, during the first semester of the 2025/2026 academic year. The population consisted of 408 Grade V students from seven elementary schools. Using class-level random sampling through a lottery system, Grade V-A of SD Negeri 13 Pemecutan (32 students) was selected as the experimental group, and Grade V-B of SD Negeri 25 Pemecutan (30 students) as the control group. Prior to treatment, group equivalence was confirmed using students' daily test scores analyzed through One-Way ANOVA with SPSS.

The experimental group was taught using Kahoot-assisted Experiential Learning, which engages students in four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Kahoot functioned as an interactive digital tool to support formative assessment and enhance engagement, while the control group received conventional teacher-centered instruction. Data were collected through a multiple-choice test on IPAS knowledge competence and a questionnaire on scientific attitudes. Both instruments were validated by two experts using Gregory's formula, with all items judged relevant, and item validity was tested empirically before only valid items were retained. The knowledge test showed very high reliability ( $KR-20 = 0.976$ ), and the scientific attitude questionnaire demonstrated excellent reliability (Cronbach's Alpha = 0.964). Data were analyzed using MANOVA at the 0.05 significance level after meeting the assumptions of normality, homogeneity, homogeneity of variance-covariance, and multicollinearity (Candiasa, 2020), using SPSS version 27 for Windows.

### Results and Discussion

This section presents the results of the study's hypothesis testing, including the MANOVA results and the final hypothesis testing outcomes based on the experimental data obtained.

**Table 1. MANOVA Test Result**

|           |                    | Multivariate Tests <sup>a</sup> |                       |               |          |       |                     |
|-----------|--------------------|---------------------------------|-----------------------|---------------|----------|-------|---------------------|
| Effect    |                    | Value                           | F                     | Hypothesis df | Error df | Sig.  | Partial Eta Squared |
| Intercept | Pillai's Trace     | 0,996                           | 7846,269 <sup>b</sup> | 2,000         | 59,000   | 0,000 | 0,996               |
|           | Wilks' Lambda      | 0,004                           | 7846,269 <sup>b</sup> | 2,000         | 59,000   | 0,000 | 0,996               |
|           | Hotelling's Trace  | 265,975                         | 7846,269 <sup>b</sup> | 2,000         | 59,000   | 0,000 | 0,996               |
|           | Roy's Largest Root | 265,975                         | 7846,269 <sup>b</sup> | 2,000         | 59,000   | 0,000 | 0,996               |
| Class     | Pillai's Trace     | 0,504                           | 29,994 <sup>b</sup>   | 2,000         | 59,000   | 0,000 | 0,504               |
|           | Wilks' Lambda      | 0,496                           | 29,994 <sup>b</sup>   | 2,000         | 59,000   | 0,000 | 0,504               |
|           | Hotelling's Trace  | 1,017                           | 29,994 <sup>b</sup>   | 2,000         | 59,000   | 0,000 | 0,504               |



|                    |       |                     |       |        |       |       |
|--------------------|-------|---------------------|-------|--------|-------|-------|
| Roy's Largest Root | 1,017 | 29,994 <sup>b</sup> | 2,000 | 59,000 | 0,000 | 0,504 |
|--------------------|-------|---------------------|-------|--------|-------|-------|

a. Design: Intercept + Kelas

b. Exact statistic

The multivariate analysis showed that the learning model had a significant simultaneous effect on Grade V students' IPAS knowledge competence and scientific attitudes. This indicates that Kahoot-assisted Experiential Learning was effective in improving both students' conceptual understanding and their scientific attitudes at the same time. This finding is theoretically meaningful because Experiential Learning encourages students to construct knowledge through direct experience, reflection, conceptualization, and active experimentation. When combined with Kahoot, the learning process becomes more interactive and engaging, as students receive immediate feedback and are encouraged to stay actively involved throughout the lesson. As a result, the model supports not only cognitive development in understanding IPAS concepts, but also the growth of scientific attitudes such as curiosity, accuracy, objectivity, and openness to evidence. These results suggest that integrating pedagogically grounded digital media into student-centered learning can create more meaningful science learning experiences and better support both knowledge acquisition and attitude development in the digital era.

These findings are consistent with Sagitarini et al., (2020), who reported that Experiential Learning effectively improves science knowledge competence through concrete experience-based activities. Similarly, Rukmana et al. (2024) found that Kahoot increases student engagement and learning motivation by providing instant feedback, challenges, and enjoyable classroom interactions. The combination of both approaches creates a stronger learning synergy compared to using either the model or the media independently. The results also support Silberman et al. (2021) theoretical perspective that effective learning occurs when students actively participate in a continuous learning cycle of experiencing, reflecting, conceptualizing, and applying. The integration of Kahoot adds a gamification element that enhances attention, motivation, and learning persistence, which ultimately contributes to the simultaneous improvement of knowledge competence and scientific attitudes. Therefore, Kahoot-assisted Experiential Learning can be considered an effective, innovative, and relevant approach for strengthening IPAS learning outcomes in elementary schools. To see partial results, please see the table below.

**Table 2. Results of the Between-Subject Effect Test**

| Tests of Between-Subjects Effects |                      |                         |    |             |        |       |                     |
|-----------------------------------|----------------------|-------------------------|----|-------------|--------|-------|---------------------|
| Source                            | Dependent Variable   | Type III Sum of Squares | df | Mean Square | F      | Sig.  | Partial Eta Squared |
| Class                             | Knowledge Competence | 223,401                 | 1  | 223,401     | 7,443  | 0,008 | 0,110               |
|                                   | Scientific Attitudes | 9925,979                | 1  | 9925,979    | 56,028 | 0,000 | 0,483               |

a. R Squared = ,110 (Adjusted R Squared = ,096)

b. R Squared = ,483 (Adjusted R Squared = ,474)

The between-subjects analysis showed that the Kahoot-assisted Experiential Learning model had a significant effect on students' IPAS knowledge competence. This indicates that students who learned through this approach achieved better science knowledge outcomes than those who learned through the comparison method. This finding is theoretically important



because Experiential Learning allows students to develop understanding through direct experience, reflection, conceptualization, and active experimentation. Rather than receiving information passively, students are encouraged to actively construct meaning from the learning process. The use of Kahoot further strengthens this process by creating an interactive learning environment in which students can check their understanding, receive immediate feedback, and stay engaged throughout the lesson. From a pedagogical perspective, this result suggests that the integration of experiential learning and digital interactive media can make elementary science learning more meaningful and effective. In the digital era, such an approach can help teachers move beyond traditional knowledge transmission toward learning experiences that actively support conceptual understanding and student participation.

This finding supports Silberman et al., (2021) perspective that effective learning occurs when students actively participate in an experiential cycle that transforms experience into knowledge. It is also consistent with the study by Fitri & Nova (2024) and Nugroho et al. (2022), which reported that the use of Kahoot in science learning significantly improves conceptual understanding due to immediate feedback and active participation. Therefore, it can be emphasized that Kahoot-assisted Experiential Learning is an effective instructional approach to strengthen Grade V students' IPAS knowledge competence.

The between-subjects analysis showed that the Kahoot-assisted Experiential Learning model had a significant effect on students' scientific attitudes. This indicates that students who participated in this learning approach demonstrated more positive scientific attitudes than those in the comparison group. This finding suggests that scientific attitudes are particularly responsive to active and interactive learning environments. Through experiential learning, students are encouraged to observe, reflect, explore, and test ideas directly, while Kahoot helps sustain participation through immediate feedback and engaging classroom interaction. As a result, the model appears to be especially effective in fostering attitudes such as curiosity, accuracy, openness to evidence, and active involvement in science learning.

The findings indicate that the Kahoot-assisted Experiential Learning model had a stronger contribution to students' scientific attitudes than to their IPAS knowledge competence. This difference can be understood from the nature of the two outcomes. Scientific attitudes are closely related to students' engagement, curiosity, participation, openness to evidence, and responsiveness during the learning process, all of which can be directly shaped by an active and interactive learning environment. Through experiential learning, students are involved in meaningful activities, reflection, and experimentation, while Kahoot adds immediate feedback and enjoyable interaction that may strengthen positive attitudes toward science learning.

In contrast, knowledge competence tends to be influenced by a wider range of factors beyond the instructional model itself, such as students' prior knowledge, reading ability, conceptual readiness, study habits, and the scope and density of the curriculum. As a result, although the model contributed positively to knowledge development, its explanatory power was more limited in the cognitive domain than in the affective domain. This suggests that active digital-supported learning may be particularly effective in fostering scientific attitudes, while improvements in knowledge competence may require additional support, such as stronger literacy foundations, repeated practice, and longer instructional exposure.

From a scientific perspective, the strong effect on scientific attitudes occurs because the experiential learning stages encourage students to actively explore, observe, ask questions, and reflect on learning experiences. These processes naturally foster scientific attitudes such as curiosity, critical thinking, objectivity, accuracy, discipline, and openness to



evidence. Kahoot strengthens these outcomes by creating an interactive learning environment that motivates students to respond independently, communicate their ideas confidently, and remain engaged through challenges and instant feedback. In this way, scientific attitudes develop not only through theoretical explanation but through repeated practice in learning situations that demand active reasoning and responsible responses.

This finding is aligned with Silberman et al. (2021) theory, which emphasizes that experience-based learning supports the development of scientific character through reflective and applied learning processes. It is also consistent with the other study, who found that Kahoot enhances students' scientific attitudes by encouraging critical thinking, independent responses, and immediate reinforcement through feedback and rewards (Garza et al., 2023; Rama et al., 2025; Wang & Tahir, 2020). Thus, the Kahoot-assisted Experiential Learning model can be considered highly effective for strengthening Grade V students' scientific attitudes in IPAS learning.

### **Conclusion**

The findings of this study confirm that the Kahoot-assisted Experiential Learning model has a significant simultaneous effect on Grade V students' IPAS knowledge competence and scientific attitudes in the Tuanku Imam Bonjol Elementary School Cluster. This indicates that experience-based learning supported by interactive digital media is able to strengthen students' conceptual understanding while fostering scientific attitudes within the same learning process. In addition, the model significantly improves IPAS knowledge competence by engaging students in concrete experiences, reflective thinking, abstract conceptualization, and active experimentation, which helps them understand IPAS concepts more meaningfully. The model also significantly enhances students' scientific attitudes, as the integration of experiential activities with Kahoot encourages curiosity, active participation, logical reasoning, and openness to evidence, which are essential characteristics of scientific learning in elementary education.

### **Recommendation**

Based on the scope and limitations of this study, several recommendations are proposed for future implementation and further research. For classroom practice, elementary school teachers are encouraged to apply the Kahoot-assisted Experiential Learning model as an alternative to conventional teacher-centered instruction, particularly in IPAS learning. This approach can help students become more actively involved in learning activities, strengthen their understanding of basic IPAS concepts, and promote scientific attitudes such as curiosity, critical thinking, honesty, responsibility, persistence, openness to new evidence, and collaboration. Teachers are also advised to design learning experiences that are closely connected to students' daily contexts so that knowledge construction becomes more meaningful and applicable.

For future studies, it is recommended to expand the research scope beyond Grade V students and involve larger and more diverse samples across different school clusters or regions to improve generalizability. Further research may also examine additional variables that could influence learning outcomes, such as students' motivation, digital literacy, learning styles, teacher competence in using technology, and classroom management strategies. In addition, this study was conducted in a natural classroom setting where external variables could not be fully controlled, and differences in students' initial ability and access to digital devices may have affected the results. Therefore, future researchers are suggested to conduct



studies with longer intervention periods, more controlled learning conditions, and the integration of varied digital platforms to explore the long-term effectiveness and consistency of Kahoot-assisted Experiential Learning in enhancing IPAS knowledge competence and scientific attitudes.

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