



Teacher Experiences of Using Kahoot to Support Inclusive Classrooms in English Language Learning: Teacher Practice and Experiences

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Abstract

This study examines the teacher experiences in using Kahoot in inclusive classrooms for English language learning. The methodology applied is a qualitative case study approach. The research participants consisted of four English teachers from an inclusive elementary school in North Sumatra, who were selected through purposive sampling. Data collection instruments: a 15-item questionnaire (5-point Likert scale) and semi-structured interviews. Data analysis was conducted using thematic analysis to identify themes from the teacher experiences. The findings show that Kahoot creates a fun learning environment and increases student engagement, especially for those with special needs. Approximately 75% of teachers believed that Kahoot increased student engagement and created an interactive learning experience. Although teachers felt capable of managing the class, challenges in classroom management remained, emphasizing the importance of communication and preparation. The implications of this study indicate the need for schools to provide training and support so that teachers can effectively integrate this technology into their teaching.

1. Introduction

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has a significant influence on the development of inclusive education for children with special educational needs in schools (UNESCO, 1994). Although inclusive education is based on the philosophy of human rights, its success requires a change in mindset among school leaders and teachers because integrating students with social emotional or behavioral difficulties is still considered a challenge (Hornby, 2014).

According to (Ertmer, 2013) inclusive practices should integrate relevant learning theories. In the context of using Kahoot in inclusive classrooms, three key principles are particularly useful: reinforcement or explicit instruction (behaviorism) where Kahoot provides immediate feedback and repetition to help students with special needs understand the material (Nalliah, 2014), Cognitive and motivational (cognitivism) Kahoot enhances focus and motivational memory through short exercises (Evgeniou, 2012), as well as scaffolding and social interaction (constructivism) teachers can use Kahoot to initiate discussions, provide gradual support, and adapt tasks to student abilities (Vygotsky, 1962).

According to (Puspitasari, 2019), inclusive classrooms are designed for students with special needs with the aim of developing their skills, independence, and social participation. Implementation varies from small classes for students with mild disabilities and inclusive classrooms in regular schools to resource rooms for students who primarily learn in regular classrooms but require specialized instruction a few times a week; this program covers various conditions such as autism, speech disorders, emotional disorders, low vision, hearing impairments, learning disabilities, and ADHD.

Language plays a crucial role in international communication, and language learning theories (Crawshaw, 2015; Burke, 2004) emphasize the need for a combination of intuitive and conscious processes, as well as the application of listening, speaking, reading, and writing skills. Teaching methods and technological support also determine the effectiveness of learning technology-supported environments are generally more effective than traditional lecture methods because they can increase student motivation and engagement (Ahmadi, 2017; Raihan, 2010).

Technology and its resources are considered when designing curricula to provide students with a more diverse education, using a variety of teaching tools and resources, and encouraging innovation, application, and lifelong learning (Livingstone, 2017). In addition, the use of digital technology in education is currently growing rapidly. Technology has significantly improved the learning experience for students. In English language teaching, technology can be utilized in creative ways, such as using Kahoot software, which benefits both students and teachers (Trinh, 2022). Kahoot was created to make learning more fun and is suitable for use in classroom learning. Every month, millions of users from various

backgrounds use Kahoot in a variety of situations, from classrooms to business meetings, charity events, award ceremonies, and other occasions. Kahoot is unique because of its illustrations, content, and features that allow us to design games according to our preferences.

According to (Wang, 2022) there are three objectives in Kahoot games, namely to increase student engagement, motivation, enjoyment, and concentration to improve their learning process in class. Kahoot has very attractive features that suit students preferences, with colorful displays, various images, and ease of use. However, there are several significant drawbacks to its use. Teachers actions can have an impact on the next cycle if the specified conditions are not met. Tracking student progress is a challenge. Teachers need to link usernames with students' names to monitor their progress and record how many Kahoot answers each student got right. Students also find it difficult to maintain motivation and engagement after receiving several incorrect answers. One of the obstacles with any application is internet connection, which can make it difficult to use the application. However, this problem is more related to internet accessibility than the platform itself.

This study aims to explore teacher experiences in using Kahoot to support inclusive classroom in English Language Learning. The research questions of the study include:

1. What are the benefits of using Kahoot for English language learning in inclusive classrooms?
2. What are the challenges teachers face when using Kahoot in inclusive classrooms?

2. Method

Research Design

This study uses a qualitative case study approach to explore how teachers view use of Kahoot as a tool to inclusive classrooms in English Language Learning. Case studies were chosen because they are effective in investigating individual experiences in real education context (Hyett, 2014). This approach allows us to focus on teacher experiences in using Kahoot to support inclusive classrooms in English language learning.

Participants

Participants consisted of four English teachers from Inclusive Elementary Schools in Medan who had experience using Kahoot in their inclusive classrooms. They were selected through purposive sampling to ensure relevance and depth of insight. The selection criteria required participants to have integrated Kahoot into their lessons at least three times. Details of participant characteristics are presented in Table1 below:

Table 1: Demographic Participants

Participants	Gender	Age	Grade	Teaching Experiences
Teacher 1 (T1)	Female	37	1 st	1 years
Teacher 2 (T2)	Female	24	2 nd	2 years
Teacher 3 (T3)	Male	30	2 nd	7 years
Teacher 4 (T4)	Female	23	1 st	1 years

Based on this table, all teachers have experience using Kahoot to support inclusive classes in English language learning.

Data Collection Instruments

Data collection involved two stages consist of the questionnaire consisted of 15 closed-ended items designed using a 5-point Likert scale (1-5). Likert's scale is a method used to measure people's opinions on particular topi (Yaska, 2024) consist of : Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). The questionnaire was distributed to four participating teachers, and responses were analyzed using percentage based descriptive statistics to identify general perceptions. The interviews were conducted using semi-structured face to face interviews and have been documented for further analysis.

They lasted approximately 10-20 minutes and were conducted in Indonesian, as this was more flexible, reduced social bias, and still produced high quality data, as supported by previous research. (Weller, 2015) These findings support the research that will be examined from the teachers' lesson plans on the implementation of Kahoot and their experiences.

Data Analysis

The research data was analyzed using thematic analysis according to the structured steps described by (Braun, 2006):

1. Familiarization and Initial Coding: Identifying important segments in the transcript.
2. Theme Development: Organizing codes into broader categories.
3. Theme Refinement and Validation: Reviewing and adjusting themes through merging or redefinition until saturation is achieved.

To increase the reliability of the findings, methodological triangulation was conducted questionnaires and interviews. This combined approach provides a more comprehensive and balanced understanding of teacher experiences in using Kahoot to support inclusive classrooms in English language learning. The themes that emerged were then organized to reflect the benefits of using Kahoot and the challenges.

Ethical considerations were discussed and approval was obtained from the institution and participants, including special permission to take photographs in classrooms involving students (Allen, 2011), confidentiality was maintained through the use of pseudonyms and the removal of identifying data. A reflective journal was used to record positions, decisions made, and biases that arose during the research process (Berger, 2014)

3. Result

This study will examine teacher experiences with using Kahoot in inclusive classrooms. Data were collected from four teachers using a Likert scale questionnaire and interviews, then analyzed using thematic analysis. Thematic categories were obtained from questionnaire transcripts and interviews. After understanding the data and coding each line, they were grouped into the following categories, resulting in five themes:

Teacher experiences on benefits of Using Kahoot in Inclusive Classroom

Since the classroom environment can influence students learning abilities, it is important to provide academic support that will enhance their learning process.

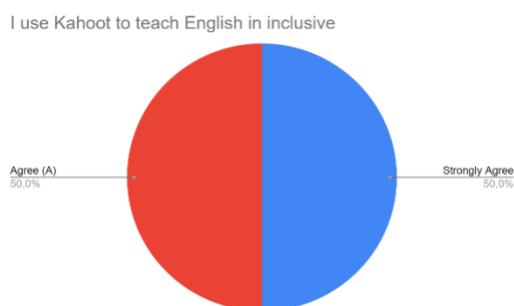


Figure 1. Teacher experiences of Using Kahoot

Based on the questionnaire data presented above, this diagram shows respondents' opinions on the use of Kahoot in teaching English in inclusive classrooms, with 50% agreeing and 50% strongly agreeing. This reflects balanced support for Kahoot as an effective and useful learning tool. The use of Kahoot can be further integrated into teaching methods, helping teachers reach more students interactively. To support the data from the questionnaire, there are interview results obtained from teachers who use Kahoot in inclusive classrooms, who stated the following:

"Because inclusive classroom learn better through visual and interesting learning methods, such as pictures, they become more interested when we teach using Kahoot." (T1, English)

"We still use Kahoot in class because it's more interesting, has more pictures, and is more suitable for today's generation." (T2, English)

Based on interviews with teachers, the use of visual and engaging learning methods, such as images and Kahoot, is very important in increasing student interest in inclusive classrooms. This impact can be seen from the statement of a teacher who emphasized that students are more involved and enthusiastic when learning through Kahoot. Another teacher added that Kahoot continues to be used because it is more interesting, rich in images, and suitable for the current generation. Thus, Kahoot serves as an innovative tool to make learning more relevant and enjoyable for students.

Kahoot can increase student engagement in inclusive classrooms.

These are tools that make it possible to develop games, activities, and questionnaires, and this can encourage more active student participation. Kahoot has the potential to increase activity in inclusive classrooms by engaging all students, including those with special needs, when learning English.

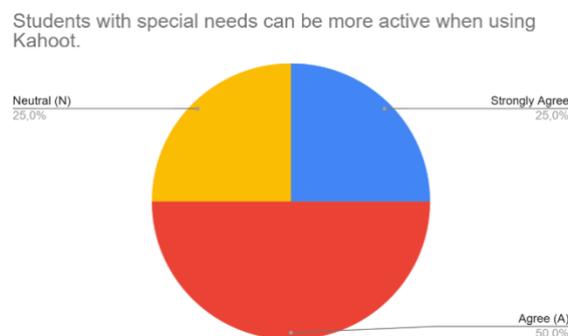


Figure 2. Increase student engagement in inclusive classrooms.

The data shows that the majority of respondents, namely 50%, agree that students with special needs can be more active when using Kahoot. In addition, 25% of teachers responded strongly in agreement, indicating strong support for the use of Kahoot as a learning tool. On the other hand, 25% of respondents were neutral, indicating uncertainty or lack of experience in this situation. No respondents disagreed, showing that most teachers believe in the positive potential of Kahoot in increasing the engagement of students with special needs. These results reflect an optimistic view of Kahoot's effectiveness in creating a more active and inclusive environment for these students.

To enhance the findings from the questionnaire, interviews with teachers highlighted that Kahoot can increase student engagement in inclusive classrooms. The insights gathered from these interviews are as follows:

“So, because learning is interactive, inclusive children should be more interested in pictures, especially pictures on a screen, so they will be more excited to touch them and respond.”
(T1, English)

“So there are quizzes, and it's exciting because it livens up the classroom atmosphere and makes children more active in learning when they see the material on Kahoot. (T2, English)

“they became more interested and more active in class, even though students with special needs understand pictures better.” (T3, English)

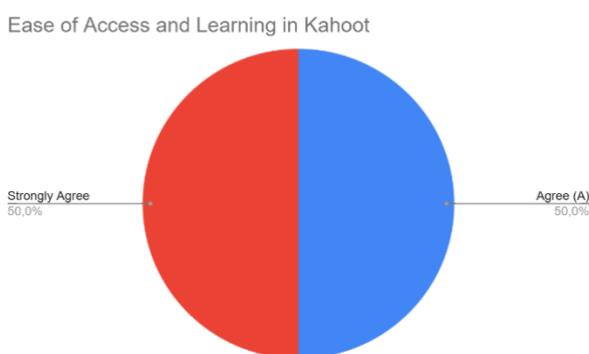
” Yes, because there are quizzes, the children prefer quizzes and feel challenged, and usually they fight over them, saying “I miss” “I miss” when using quizzes.” (T4, English)

The interactivity offered by this platform makes students more interested in images, especially those displayed on the screen, so they are more enthusiastic about responding. With quizzes, the classroom atmosphere becomes livelier, encouraging them to actively participate. Students show increased interest and engagement, mainly because they better understand visual material. In addition, it makes children compete with each other when they participate, which can be seen from expressions of excitement such as “I want to” when using quizzes. Therefore, Kahoot has proven to be effective in creating an interactive and enjoyable learning environment for all students.

Ease of Access and Learning in Kahoot

For example, examined how perceived usefulness affects students' intention to use learning systems. In relation to Kahoot, this highlights that when students perceive the platform as useful for their educational engagement, they are more likely to use it. In addition, the ease of access and learning features found in Kahoot further reinforce its perceived usefulness. Kahoot facilitates an engaging learning environment.

Figure 3. Ease of Access and Learning in Kahoot



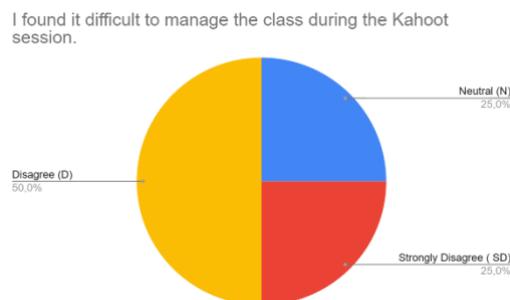
Respondents' results regarding “Ease of Access and Learning in Kahoot” showed that 50% strongly agreed and 50% agreed. The benefits of Kahoot in supporting learning, while the other half also agree, although with varying degrees of confidence. The presence of respondents who do not feel “Strongly Agree” opens up opportunities for developers to better understand the user experience. To enrich the results obtained from the questionnaire, interviews conducted with teachers revealed that the Kahoot application was easy to access. The information gathered from these interviews included the following insights:

“Well, because we learned it yesterday through the pictures, and the children understood it and found it interesting. The children also found it easy to understand, especially the part about the body, because there are parts of the body and English words, and it's easier to see and interesting. In the Kahoot app, it's visible, and in the quiz, the children are more challenged to guess, “What is the answer?” “What's the answer, and it's easy to understand.” (T4, English).

The results of the interview with T4 reinforce the data from the T4 questionnaire, which states that the use of images in learning helps children understand the material, especially about body parts, which is in line with 50% of respondents who “Strongly Agree” that Kahoot is effective. T4 also notes that Kahoot quizzes challenge students to guess the answers, which increases their engagement. Although half of the respondents only “Agree,” this indicates a positive element in a highly beneficial learning experience.

Challenges by Teachers when Using Kahoot in Inclusive Classrooms

Figure 4. Difficult to manage the class during the Kahoot



The data shows the results of a survey of teachers regarding the difficulty of managing their classes during Kahoot sessions, with 50% of respondents “Disagree,” 25% “Neutral,” and 25% “Strongly Disagree.” Teachers feel they are able to manage their classes effectively when using Kahoot. The “Disagree” view shows that this method is successful in maintaining order in the classroom. Meanwhile, the 25% of respondents who were “Neutral” reflect a variety of experiences. This data shows that despite challenges, most teachers see Kahoot as a tool that supports effective classroom management, especially in inclusive environments. To reinforce the conclusions drawn from the research results, interviews with a number of teachers revealed the difficulty of managing inclusive classes during Kahoot sessions. The main findings from these interviews are summarized below:

“The challenge is not just about children playing together or understanding the material, but how we want to organize the class. So at the beginning, we coordinated with the children about what we wanted to do, then once we had thorough preparations and steps in place.” (T3, English)

In this finding, according to T3, it is explained that the challenges in teaching are not only about how children play or understand the material, but also about how to organize the class. Teachers coordinate with students to plan the activities to be carried out. The challenge is to apply these strategies in specific situations to support teachers to develop in a certain direction. Teacher control of students is often considered the primary goal of classroom discipline. The emphasis on control is so profound that many educators view it as more important than the learning process that takes place in the classroom.

Support from other teachers is very important when using Kahoot.

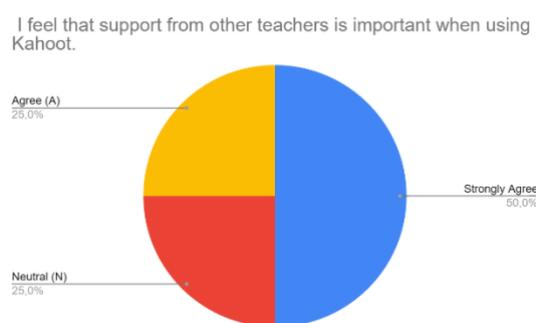


Figure 5. Support from other teachers when using Kahoot

The data shows teacher views on the importance of support from other teachers when using Kahoot: 50% strongly agree that collaboration and assistance between colleagues are key to implementing Kahoot. In addition, 25% of other teachers agree, indicating an awareness of the value of support, although not as strongly as the group that strongly agrees. Meanwhile, 25% of respondents were neutral, reflecting varying views or uncertainty about the importance of such support. To reinforce the findings obtained from the questionnaire data, interviews with teachers revealed that fellow teachers are important in supporting the use of Kahoot. The main findings from these conversations are summarized below.

“ Very helpful for shadow teachers When using the Kahoot app to assist me in class” (T1, English)

“ Yes, because this is a first grade class, so someone has to manage the Kahoot media. I teach and my coworker helps and handles it.” (T4, English)

In first grade, managing the Kahoot application is a collaborative task, where one teacher teaches and their colleagues help manage it. This is in line with questionnaire data showing that 50% of respondents strongly agree that the support of other teachers is important. Thus, collaboration between teachers is key

to maximizing the effectiveness of Kahoot in learning.

4. Discussion

Inclusion or integration is an important aspect in ensuring equal opportunities in education. Efforts to realize inclusive education are increasing, which has brought significant changes to the education system. Students with disabilities study alongside their peers in their local communities, encouraging public schools to adapt in order to support a diverse range of students with different needs (Startic, 2010). By implementing inclusive methods, teachers can gain insights into the advantages of inclusion, observing increased engagement and motivation among all students.

Teacher Experiences on Benefits of Using Kahoot in Inclusive Classroom

Game-based learning captures learners' full attention and enhances knowledge retention because of its engaging and playful nature. According to (Kristi S. Gaines, 2011) Game-based learning tools like Kahoot enhance teaching methods by introducing innovative technological solutions. Kahoot is a digital student response system that enables both teachers and students to interact in the classroom through games. Furthermore, a recent study by (Wang A. I., 2016) involving nearly 600 students highlighted the benefits of utilizing the Kahoot! game-based platform for learning. They found that different uses of audio and points influenced concentration, engagement, enjoyment, and motivation. Additionally, the audio and music features of Kahoot! positively impacted classroom dynamics in a significant way.

Kahoot <https://create.kahoot.it/auth/login> is a free platform that allows teachers to either create their own quizzes and surveys or use existing ones that are publicly available. At the end of each game, scores are displayed, and teachers can save this information in a digital document. Learners (players) do not need to register for a Kahoot account; instead, they receive a game PIN from their teacher (the game host). According to (Komathi Elangovan, 2024) Kahoot is a game-based student feedback system (GSRS) that transforms classrooms into a competitive game environment where teachers lead games and students participate as competitors.

According to (Anandha, 2021) Kahoot is very easy to use and useful in a learning environment. It helps both educators and students. As an internet-based application, Kahoot offers features that serve as a medium in the learning process, as well as being an innovative way to teach. Using Kahoot in the learning process can help in learning evaluation. The meaningful use of Kahoot is the delivery of immediate, reliable, and relevant feedback (Wijaya, 2024)

It can boost student motivation can greatly enhance students' active participation and engagement in the classroom while promoting positive relationships among different groups. In summary, these factors make Kahoot a valuable gamification tool for use in the educational process. The Kahoot platform

impacts students' attention, focus, motivation, creativity, and social Teaching in the 21st century necessitates employing active strategies that place students at the center of the learning process. Their educational experiences should be relevant and widely applicable. This implies that students should have chances for interaction, collaboration, competition, and more. (Agustin Aibar Almazan, 2024)

The results of the questionnaire and interviews on the use of Kahoot in inclusive classrooms identified several important themes related to the benefits, challenges, and support needed for its implementation. First, teachers reported that Kahoot creates a warm and enjoyable learning environment, facilitating the participation of all students. The inclusive approach increases student engagement and motivation, making them more enthusiastic about learning. This is in line with previous research showing that engaging and visual learning methods can increase student participation. In addition, the use of Kahoot provides instant and meaningful feedback, helping students understand the material better.

Second, the data shows that 75% of respondents believe that Kahoot can increase student engagement, including students with special needs. Interactive methods such as quizzes in Kahoot make the classroom atmosphere livelier and encourage students to participate actively. Many teachers confirm that the use of images and quiz formats makes students more engaged in lessons, consistently supporting the principle of gamification that encourages active participation through game elements. Third, respondents generally expressed positive beliefs about the ease of access and benefits of Kahoot in supporting learning. Although some teachers were neutral, these positive views indicate the usefulness of this platform in an educational context.

Challenges by Teachers when Using Kahoot in Inclusive Classrooms

The design of gamified content and tasks influences the effectiveness of Kahoot in the learning process. As mentioned, the success of gamified activities depends not only on the platform itself but also on how the tasks are designed to boost student motivation. If the content is unengaging or the gamified tasks are irrelevant to students' needs, motivation remains low even when using interactive media. Additionally, technical issues during the game (e.g., connection, device, or operation) can reduce students' interest in the material and negatively impact overall learning motivation.

Field findings indicate a direct correlation between the quality of material design, technical constraints, and classroom management. Some teachers reported difficulties managing the class during Kahoot sessions, although half of the respondents felt capable of managing it this indicates variations in operational capacity among teachers and a clear need for practice. A brief rehearsal before the game is necessary so that all parties understand the procedures and the session runs smoothly.

On the other hand, support from fellow teachers emerged as a key factor in the success of implementation. Two out of four teachers (50%) stated that collaboration among teachers is important for using Kahoot, especially in early grades. Interviews confirmed that co-teaching or the division of technical tasks allows the lead teacher to focus on scaffolding the material.

It is important to emphasize the need for a balance between the use of technology and other learning methods (Singh, 2022). Kahoot is effective when combined with relevant content design, clear classroom management procedures, and teacher team support. Conversely, overreliance on technology without attention to task quality and operational readiness risks reducing motivation and learning outcomes. Practical recommendations include: (1) designing gamified tasks that are relevant and engaging for the target students, (2) conducting technical tests and procedural rehearsals before sessions, and (3) encouraging collaboration among teachers to address operational challenges and enhance the inclusivity of implementation.

5. Conclusion

Teacher experiences in using Kahoot as a teaching aid in inclusive classrooms show that Kahoot creates a warm and enjoyable learning environment, facilitating the participation of all students, including those with special needs. About 75% of respondents believe that Kahoot increases student engagement, creating a more interactive and enjoyable learning experience. Although the majority of teachers feel capable of managing their classes well, there are still challenges, especially in classroom management when using Kahoot.

This emphasizes the importance of clear communication and preparedness in implementing technology. In addition, support from fellow teachers is also very important for the successful use of Kahoot. Cooperation in managing the application, especially in the early stages of class, is key to creating a successful learning experience. Therefore, it is important for schools to provide the necessary training and support so that teachers can effectively integrate this technology into their teaching.

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