Journal of English Language and Education
ISSN 2597- 6850 (Online), 2502-4132 (Print)
Journal Homepage: https://jele.or.id/index.php/jele/index

OPEN ACCESS Article

The Effectiveness of Kahoot Media in Improving the Quality of Cognitive Evaluation of Grade V Elementary School Students

https://doi.org/10.31004/jele.v11i2.1244

*Hidayanti Fita Anjani, F. Shoufika Hilyana, Imaniar Purbasari[abc]
[123]Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Indonesia
Corresponding Author: 202033178@std.umk.ac.id

A B S T R A C T

Conventional assessment methods used in evaluating fifth-grade students at SDN Kedungwaru Kidul 1 have led to low motivation and suboptimal learning outcomes. This study aims to examine the effectiveness of using Kahoot as a medium for evaluating students' cognitive abilities. A pre-experimental design with a one-group pretest-posttest approach was employed, involving 24 fifth-grade students. Data were collected through multiple-choice tests administered before and after the treatment. The paired sample t-test showed a significant difference between pretest and posttest scores ($p = 0.000 < 0.05$), indicating that the use of Kahoot effectively enhances students' cognitive abilities. Additionally, the implementation of this interactive digital media increased student motivation and engagement during the evaluation process.

Keywords: Kahoot, *Learning Evaluation, Cognitive Ability, Elementary Students, Interactive Media*

Article History:
Received 14th July 2025
Accepted 29th April 2026
Published 30th April 2026

INTRODUCTION

Learning evaluation is an important part of the educational process, because it serves to find out the extent to which students understand the material that has been taught and evaluate the success of the teaching and learning process (Putri, Susiani, Wandani, & Putri, 2022). Evaluation is not only carried out at the end of learning, but should take place continuously from the planning stage to the implementation of learning. Through evaluation, teachers can assess learning outcomes, identify students' learning difficulties, and improve learning strategies for more optimal results (Purbasari, Fajrie, Sholikhan, & Purwaningrum, 2022). According to , evaluation is a tool to measure the level of student achievement in the material taught. A thorough and participatory evaluation will increase student involvement, as well as help teachers adjust learning methods according to the needs and characteristics of students.

At the elementary school level, especially grade V students, the ability to think is still at the concrete operational stage. Therefore, teachers are required to create learning that is interesting and in accordance with students' cognitive development. In this context, an innovative and interactive evaluation system is very important, as it can increase student motivation and participation, while fostering a critical mindset. However, based on the results of observations at SDN Kedungwaru Kidul 1, especially in class V, it was found that the evaluation method used still tended to be conventional, such as ordinary written tests. The monotonous evaluation causes some students to feel bored, less motivated, and not interested in participating in evaluation activities. Based on the daily test score data of IPAS class V, out of 30 students, only 12 students (40%) achieved a score above the Minimum Completeness Criterion (KKM) of 75, while the remaining 18 students (60%) obtained a score below the KKM. This fact shows that most students have not been able to achieve the expected learning

outcomes. The low achievement of these values is suspected to be closely related to the lack of variety and innovation in the evaluation methods used. The lack of a pleasant approach to the assessment process has an impact on students' low interest in learning, as well as a lack of active involvement in understanding the material in depth.

The development of digital technology offers opportunities to improve the quality of learning evaluation. The UNESCO report (2023) shows that the integration of interactive technology in the classroom can increase student participation by 22% and average learning outcomes by 14%. In Indonesia, the Ministry of Education and Culture (2021) emphasizes the importance of teachers' digital literacy as one of the indicators of the success of the Independent Curriculum Implementation, including ICT-based formative and summative assessments. One potential platform is Kahoot! A game-based learning quiz application that allows teachers to design evaluation questions with the support of images, audio, and animations. Research by Yuselmi, Zulyusri, & Lufri (2022) shows that the use of Kahoot increases the average score of the class V science posttest by 18 points compared to the written evaluation. Another study by Sakdah, Prastowo, & Anas (2021) confirms that Kahoot's gamification feature contributes to high student engagement (engagement rate > 80%).

To overcome this, the use of digital media such as Kahoot can be one of the effective solutions. Kahoot is a game-based quiz platform (*game-based learning*) that allows students to learn and evaluate in a fun and interactive way. By using Kahoot, the evaluation process not only becomes more interesting, but also able to measure students' cognitive abilities more optimally (Yuselmi, Zulyusri, & Lufri, 2022). Therefore, this study was conducted to determine the effectiveness of the use of Kahoot media in evaluating the cognitive abilities of grade V students at SDN Kedungwaru Kidul 1. One approach to increase learning effectiveness is to create a learning atmosphere that is able to trigger students' enthusiasm and motivation. This can be realized through the implementation of an evaluation system that is innovative, interesting, and able to encourage students to think critically and creatively. Evaluations that are not only assessive, but also provide a pleasant learning experience, will help students better understand the material and improve learning outcomes (Sofiana, Fajrie, & Hilyana, 2023).

In today's digital era, the use of information technology in the world of education is a great opportunity in creating effective evaluation. Technology offers various conveniences that can support learning activities, especially in compiling evaluation tools that are practical, interactive, and fun (Kisma, Fakhriyah, & Purbasari, 2020). Today's generation is familiar with digital devices such as smartphones and tablets, so teachers need to take advantage of this habit positively by integrating digital applications into evaluation activities (Yuwono, Fakhruddin, & Ibrahim, 2022).

Utilization of applications such as *Wow!* is one of the right solutions. Kahoot is a game-based interactive quiz platform (gamification) that allows teachers to create evaluation questions in a more interesting and interactive form. This application supports various types of evaluation, ranging from pretest, posttest, practice questions, to enrichment and remedial. With a display that is equipped with sounds, images, and animations, Kahoot is able to create a fun and challenging learning atmosphere for students (Sakdah, Prastowo, & Anas, 2021).

Previous research conducted by Dewi, B. A., & Masniladevi, M. (2021) entitled "The Effect of the Use of Kahoot Application as an Evaluation Tool in the Closing Activities of Mathematics Learning on the Learning Outcomes of Grade IV Elementary School Students". Based on the results of the study, it shows that; 1) The learning outcomes obtained by the experimental class were higher than those of the control class, as shown by the average obtained by the experimental class = 70 and the average obtained by the control class = 54. 2) H1 is accepted, which means that there is an influence of the use of the kahoot application as an evaluation tool in the closing activities of mathematics learning on student learning outcomes. Based on the statistical results of the t-test, the significance value was obtained that was smaller than the significance level of 5% (= 0.05), which was 0.017 < 0.05. It can be concluded that the use of the kahoot application as an evaluation tool in the closing activities

of mathematics learning affects the learning outcomes of grade IV students of SD Muhammadiyah Kauman Padang Panjang.

Febblina Daryanes (2020) entitled "The Effectiveness of the Use of the Kahoot Application as an Evaluation Tool for Students". The results of the study show that the Kahoot application as an evaluation tool is very effective when viewed from the indicators of student motivation and attention. The average effectiveness of the Kahoot application as an evaluation tool on motivation indicators is 82.6% and the average effectiveness of the kahoot application as an evaluation tool on the attention indicator is 80.6%. Student involvement in the kahoot application as an evaluation tool will motivate students to actively carry out the learning process and process educational content as well as increase student experience, motivation, attention and satisfaction in learning. Further research that can be done is by comparing various kinds of educational game applications in the learning process. It is also recommended for other researchers if they want to use kahoot as an evaluation tool combined with a student-centered learning model.

Vivi Dayu Aulia, et al. (2024) entitled The Effectiveness of the Use of the Kahoot Application for the Evaluation of PAI Learning of Faith Materials to the **Apostles.** Based on the results of the research that has been conducted, it shows that the use of the Kahoot application significantly increases the average learning score of PAI class XI TKJ at SMK Negeri 1 Gempol. Using the paired t test, it was shown that the Significance (Sig.) (2-tailed) value was 0.000 < 0.05 which means that the use of *Kahoot* was proven to be effective for the evaluation of PAI learning of the material of Faith to the Apostle. The increase in learning outcomes is due to the efforts of educators to use *Kahoot* in PAI learning, so that students are more interested when carrying out learning evaluations.

Considering technological advances and the need for evaluations that can stimulate active student participation, the use of Kahoot in learning is a promising alternative. Therefore, this study aims to examine the effectiveness of the use of Kahoot media as a tool for evaluating the cognitive abilities of grade V students at SDN Kedungwaru Kidul 1.

METHOD

This research was carried out at SDN Kedungwaru Kidul 1, which is located on Jalan Karanganyar–Mijen KM.5, Kedungwaru Kidul Village, Karanganyar District, Demak Regency, Central Java, with the postal code 59582. The study lasted for five months, starting in February to June 2025.

This study uses a quantitative approach, as it aims to measure the effectiveness of the use of Kahoot media on students' cognitive abilities through numerical data analysis. The type of research used is experimental research, more precisely included in the pre-experimental design category. The research design used is One Group Pretest-Posttest Design, which is a design that involves one group of subjects who are given treatment after previously being pretested, and then measured again through posttest.

Table 1. Desain One Group Pretest-Posttest Design

X	**O**	**X**
Pretest	The use of Kahoot as an evaluation tool	Posttest

This design was chosen because it was able to depict the changes or improvements in learning outcomes that occurred after the treatment was given, even without a comparative control group. The population in this study is all students in grade V of SDN Kedungwaru Kidul 1 for the 2024/2025 school year which totals 24 students, consisting of 15 male students and 9 female students. Given the relatively small number of subjects, the sampling technique used is total sampling, i.e. the entire population is used as a research sample. Data is collected through three techniques, namely tests, interviews, and documentation.

The main instrument is a multiple-choice question used for pretest and posttest, aiming to measure students' cognitive abilities at the C1 (remembering), C2 (understanding), and C3 (applying) levels based on Bloom's taxonomy. The questions are compiled based on learning indicators in the science subject and have gone through a content validity process carried out by three experts (two lecturers of basic education and one teacher of class V). Validation is carried out by providing validation and revision sheets based on expert input.

Semi-structured interviews were conducted with grade V teachers and several students purposively, to obtain qualitative data related to perceptions of Kahoot use, student enthusiasm, and the implementation of digital-based evaluations. Documentation is used to obtain supporting data such as lesson plans, student worksheets, test results, and documentation of learning activities (photos of the evaluation with Kahoot).

The treatment in this study is in the form of the use of Kahoot! as a tool for evaluating IPAS learning. The treatment was carried out in 3 meetings for three consecutive weeks. In each meeting, students are given an evaluation using Kahoot after the material is delivered. Before treatment, students are given a pretest using the same questions as the posttest given after the entire treatment is completed. Students access Kahoot using smartphones that are available in person or on loan, and activities are facilitated by teachers.

.

RESULTS AND DISCUSSION

This study aims to examine the effectiveness of the use of *the Kahoot* application as an evaluation medium to improve the cognitive abilities of grade V students at SDN Kedungwaru Kidul 1. Data was collected through pretesting before learning and posttest after the evaluation process using *Kahoot*. The instrument used is in the form of multiple-choice questions designed to measure cognitive aspects based on the material that has been taught beforehand. All 24 students of class V were the subjects of this study, who were treated in one group with *a one-group pretest-posttest* design.

Table 2. Pretest and Posttest Scores for Class V SDN Kedungwaru Kidul 1

Category	Pretest	Posttest	Differences
Lowest Score	20	50	30
Highest Score	80	100	20
Average	52,9	81,2	28,3
Completed Students	7	21	14
Students are not complete	17	3	14
Number of Students	24	24	

Source : Researcher Data (2025)

Based on the results of data processing, an overview was obtained that there was a significant increase between students' pretest and posttest scores. During the pretest, the lowest score of students was recorded at 20 and the highest score reached 80, with an average score of 52.9. Of the total 24 students, only 7 students met the minimum completeness criteria, while the rest, as many as 17 students, have not reached completeness. After learning and evaluation using *Kahoot*, the posttest results showed positive changes. The lowest value increases to 50, and the highest value reaches 100. The average student score also increased significantly to 81.2. The number of students who completed increased to 21 people, and only 3 students did not meet the completeness criteria. This improvement shows that the use of *Kahoot* media is able to have a positive influence on learning evaluation results, especially in improving students' cognitive aspects.

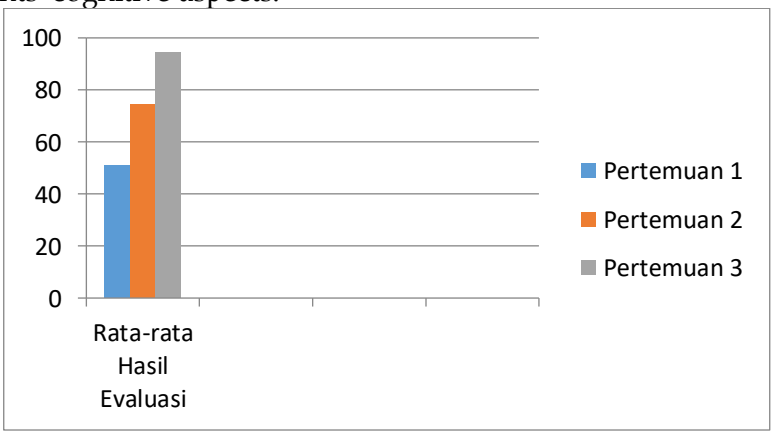

Figure 1 Increase in Evaluation Value for Each Meeting

Furthermore, if you look at the average score at each meeting during the evaluation process, a consistent pattern of improvement can be seen. At the first meeting, the average score of students was 50.8 which reflected the students' initial understanding of the material.

At the second meeting, the average score increased quite sharply to 74.2. This shows that students are starting to understand the material better and are starting to get used to the use of *interactive game-based Kahoot* media . Then, at the third meeting, the average score of the students reached 94.2 which showed very high cognitive improvement and students' understanding of the material was increasingly optimal.

Table 3 Normality Test Results

Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Say.	Statistic	df	Say.
Pretest	.149	24	.182	.926	24	.079
Posttest	.172	24	.065	.930	24	.096

a. Lilliefors Significance Correction

Source : Researcher Data (2025)

The normality test is carried out to find out whether the pretest and posttest results have a normal distribution. This test is important to perform as a condition for determining whether the data can be analyzed using parametric statistical tests. Based on the results of the analysis, the significance value in the **Kolmogorov-Smirnov** test for pretest data was 0.182 and for posttest data was 0.065. Meanwhile, based on the results of the **Shapiro-Wilk** test, the significance value of the pretest data was 0.079 and the posttest was 0.096. All significance values of the two test methods show a number above 0.05. Thus, it can be concluded that the data of pretest and posttest results are distributed normally.

Table 4 Paired Sample T-test Test Results

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Hours of deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest - Posttest	-28.333	15.511	3.166	-34.883	-21.784	-8.949	23	.000

Source : Researcher Data (2025)

The Paired Sample t-Test is used to find out whether there is a significant difference between the results of the pretest and posttest of students after being given treatment in the form of using the Kahoot application as a medium for learning evaluation. Based on the test results shown in Table 4.6, the average difference between pretest and posttest was -28.333, with a standard deviation of 15.511 and a standard error of 3.166. The 95% confidence interval is in the range between -34,883 to -21,784, which suggests that this difference has a high degree of certainty. The t-value was calculated as -8.949 with a degree of freedom (df) of 23. The significance value (Sig. 2-tailed) obtained was 0.000.

Because the significance value is less than 0.05, it can be concluded that there is a significant difference between the student's pretest and posttest results. This means that the use of Kahoot as an evaluation tool has a real impact on improving the cognitive abilities of grade V students at SDN Kedungwaru Kidul 1. These results support the hypothesis that interactive technology-based evaluation media can effectively improve student learning outcomes.

Discussion

Based on the results of the analysis using the paired sample t-test, it was found that there was a significant difference between the pretest and posttest scores after the application of Kahoot media as a learning evaluation tool. The average student score increased from 52.9 during the pretest to 81.2 during the posttest. The significance value obtained is 0.000, which means well below the threshold of 0.05. This shows that the use of Kahoot has been proven to be statistically effective in improving students' cognitive abilities. This increase in scores not only reflects success in terms of numbers, but also shows that interactive digital media such as Kahoot is able to increase student motivation and engagement during the evaluation process. The competitive but fun atmosphere offered by this platform makes students more focused and enthusiastic in answering evaluation questions.

When viewed from each cognitive indicator, the highest increase was found in the indicator of cognitive ability to explain (C2) on the indicator of questions for students to be able to explain the digestive organ system in humans and its functions, and in the indicator of cognitive ability to analyze (C4) on the indicator of questions for students to be able to analyze food consumption errors and indigestion. Cognitive indicators describe and analyze each of which has an N-Gain score of 0.65.

This shows that students are able to understand and decipher information better after learning with digital-based evaluations. The cognitive indicator (C1) in the question indicator was able to mention the digestive system in humans, obtaining a score of 0.61, which reflects that the student can remember basic information well. Meanwhile, the evaluating indicator (C5) on the indicator of student questions can compare examples of differences in healthy and unhealthy foods, the evaluating indicator has the lowest score of 0.48, but is still in the medium category. This suggests that *Kahoot* tends to be more effective at improving low- to medium-level thinking skills, while for high-level thinking skills it still requires an additional approach that is more reflective or discussion-based.

This result is reinforced by Safitri's opinion (2023) which states that interactive media can increase students' attention and help them absorb the material better. In line with that, Andari (2020) also mentions that the use of Kahoot in evaluations can improve students' engagement as well as their cognitive abilities. São Paulo (2023) added that Kahoot encourages students to think quickly and critically, two important aspects of cognitive development.

Furthermore, Fadia (2023) explained that educational games like Kahoot are able to significantly improve student learning outcomes because they combine entertainment elements with the learning process. Hadijah (2020) He also stated that a fun and visual form of evaluation is able to make students more enthusiastic and not feel burdened when doing the questions. In the view of Sakdah (2021), interactive evaluations can even help reduce the anxiety that students often feel about tests.

In the context of 21st century learning, the use of technology that is relevant to students' lives is becoming increasingly important. Serendipity (2021) emphasized that the integration of technology into learning helps improve learning outcomes. São Paulo (2021)) also argues that digital-based evaluations make it easier for teachers to see student progress directly and in real time. Meanwhile, Ika (2023) mentioned that Kahoot is not only fun but also supports informative formative assessments. Kudri (2021) also emphasized that Kahoot is effective in providing direct feedback to students and creating a healthy and competitive evaluation environment.

These findings reflect a paradigm shift in the implementation of learning evaluation from rigid conventional systems to more modern, flexible, and fun methods. This is in line with the views of Masfuah, et. to (2022) which states that evaluation does not only function as a tool to measure learning outcomes, but must also be part of efforts to improve the quality of the learning process. Kahoot allows teachers to conduct evaluations that not only measure outcomes, but also build active participation and student learning comfort.

In addition to the impact on cognitive aspects, the use of Kahoot also contributes positively to strengthening students' character, such as confidence, sportsmanship, and honesty. Students can see their scores directly, so there is a process of self-reflection and healthy competition with classmates. For teachers, this platform makes it easier to monitor, analyze learning outcomes, and provide feedback quickly and accurately. Thus, the application of Kahoot in evaluation not only has an impact on improving cognitive learning outcomes, but also supports a more comprehensive assessment approach that is relevant to today's educational challenges.

CONCLUSION

The results of the study on the Paired Sample T-Test test showed a significant difference between students' pretest and posttest scores after using *the Kahoot* application as an evaluation tool for doing questions. A significance value of 0.000 (< 0.05) indicates that the use of the kahoot application as an evaluation tool is effective and has a positive influence on improving cognitive abilities in students. These findings confirm that Kahoot is not just a digital assessment tool, but also an effective pedagogical strategy that improves learning outcomes, motivates and actively engages students.

REFERENCES

Aulia, V. D., & Astutik, A. P. (2023). The Effectiveness of Using the Kahoot Application for PAI Learning Evaluation of Faith in Rosul Material. *Jurnal At-Tarbiyat: Jurnal Pendidikan Islam*, 6(3).

Andari, Rafika. (2020). Pemanfaatan Media Pembelajaran Berbasis Game Edukasi Kahoot! Pada Pembelajaran Fisika. *Orbita: Jurnal Kajian, Inovasi Dan Aplikasi Pendidikan Fisika*, *6*(1). https://doi.org/10.31764/orbita.v6i1.2069

Fadia Nurluthfiana, Erlita Umi Masytoh, Silvia Berliana, Wafna Jannata Ulya, Ahmad Hariyadi, Wawan Shokib Rondli, Erik Aditia Ismaya, & Imaniar Purbasari. (2023). Pentingnya Upaya Meningkatkan Minat Belajar Ips Dengan Menggunakan Media Audiovisual Pada Siswa Sd Kelas Rendah Di Sd Negeri Kunir 1 Dempet Demak. *Prosiding Seminar Nasional Pendidikan, Bahasa, Sastra, Seni, Dan Budaya*. https://doi.org/10.55606/mateandrau.v2i1.307

Hadijah, Hadijah, Pratolo, Bambang Widi, & Rondiyah, Rondiyah. (2020). Interactive game "Kahoot!" as the media of students' vocabulary assessment. *Journal on English as a Foreign Language*, *10*(1). https://doi.org/10.23971/jefl.v10i1.1670

Hidayat, Irwan, Supriani, Anik, Setiawan, Agung, & Lubis, Adyanata. (2023). Implemantasi aplikasi kahoot sebagai media pembelajaran interaktif dengan siswa SMP negeri 1 Kunto Darussalam. *Journal on Education*, *6*(1).

Ika, Kurnia. (2023). Pengaruh Media Kahoot Berbasis Game Based Learning Dalam Meningkatkan Hasil Belajar Siswa Pada Pembelajaran Ipa Di Kelas Iv Sd Negeri 134 Rejang Lebong. *Googlescholar*.

Kisma, Ayu Dandini, Fakhriyah, Fina, & Purbasari, Imaniar. (2020). Penggunaan Media Pembelajaran Diorama untuk Meningkatkan Pemahaman Konsep Kelas IV SD Negeri 2 Hadipolo. *NATURALISTIC : Jurnal Kajian Penelitian Pendidikan Dan Pembelajaran*. https://doi.org/10.35568/naturalistic.v5i1.861

Kudri, Al, & Maisharoh, Maisharoh. (2021). Pengaruh Media Pembelajaran Kahoot Berbasis Game Based Learning terhadap Hasil Belajar Mahasiswa. *Edukatif : Jurnal Ilmu Pendidikan*, *3*(6). https://doi.org/10.31004/edukatif.v3i6.1452

Masfuah, Siti, Fakhriyah, Fina, & Shoufika Hilyana, F. (2022). Blended Learning Based on Science Literacy in Science Concept Learning. *AIP Conference Proceedings*. https://doi.org/10.1063/5.0117329

Permana, Natalis Sukma. (2021). Implementasi Aplikasi Kahoot Sebagai Media Pembelajaran Berbasis Game Dalam Pelajaran Pendidikan Agama Katolik. *Jpak: Jurnal Pendidikan Agama Katolik*, *21*(2). https://doi.org/10.34150/jpak.v21i2.334

Purbasari, Imaniar, Fajrie, Nur, Sholikhan, Muhammad, & Purwaningrum, Jayanti Putri. (2022). Desain Pembelajaran Sosial Kolaboratif Berbasis Project Melalui Assure Model. *Jurnal Pendidikan Dasar*.

Putri, Hellin, Susiani, Desty, Wandani, Nabilla Setya, & Putri, Fia Alifah. (2022). Instrumen Penilaian Hasil Pembelajaran Kognitif pada Tes Uraian dan Tes Objektif. *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar*, *4*(2). https://doi.org/10.36232/jurnalpendidikandasar.v4i2.2649

Safitri, Siti Luthvita Dewi Anis, Rohmah, Dina Zanuba, Aryani, Hilmi Itsna, Rahayu, Sepvi, Tino, Ahmad Hasan, & Hilyana, F. Shoufika. (2023). Pengembangan Media Pembelajaran

Matematika Berbasis Macromediaflash untuk Mengatasi Kesulitan Belajar Siswa. *Jurnal Basicedu*. https://doi.org/10.31004/basicedu.v7i4.5423

Sakdah, Maya Siti, Prastowo, Andi, & Anas, Nirwana. (2021). Implementasi Kahoot Sebagai Media Pembelajaran Berbasis Game Based Learning Terhadap Hasil Belajar dalam Menghadapi Era Revolusi Industri 4.0. *Edukatif : Jurnal Ilmu Pendidikan*, *4*(1). https://doi.org/10.31004/edukatif.v4i1.1845

Sofiana, Risa Amelia, Fajrie, Nur, & Hilyana, F. Shoufika. (2023). Pengaruh Penggunaan Media Audio Visual Terhadap Motivasi Belajar Siswa pada Mata Pelajaran IPA Sekolah Dasar. *Jurnal Basicedu*. https://doi.org/10.31004/basicedu.v7i5.5969

Yuselmi, Retti, Zulyusri, Zulyusri, & Lufri, Lufri. (2022). Meta Analisis: Pengaruh Penggunaan Aplikasi Kahoot Sebagai Media Untuk Evaluasi Hasil Belajar Siswa. *Jurnal Edukasi Dan Sains Biologi*, *4*(1). https://doi.org/10.37301/esabi.v4i1.23

Yuwono, Ardhy, Fakhruddin, M., & Ibrahim, Nurzengky. (2022). Penggunaan media evaluasi pembelajaran berbasis game edukasi Kahoot pada hasil belajar sejarah di SMAN 51 Jakarta. *Historiography*, *2*(1). https://doi.org/10.17977/um081v2i12022p43-53