Students' Perception on the Use of Kahoot as a Learning Media

Ana Rusmardiana[1], Dian Wardiana Sjuchro[2], Dewi Yanti[3], Fitri Daryanti[4], Akbar Iskandar[5]

[1] Universitas Indraprasta PGRI, Jakarta, Indonesia; ana.irawan93@gmail.com
[2] Universitas Padjadjaran, Indonesia; d.wardiana@unpad.ac.id
[3] Politeknik Pariwisata Medan, Indonesia; dewiyanti@poltekparmedan.ac.id
[4] Universitas Lampung, Indonesia; fitri.daryanti@fkip.unila.ac.id
[5] STMIK AKBA, Indonesia; akbar.iskandar06@gmail.com

ARTICLE INFO	ABSTRACT
	This study analyzes students' perceptions of Kahoot as a learning evaluation medium. This type of research is descriptive quantitative. The sample in this study was 68 grade 8 junior high school students. Data was collected through a questionnaire with the help of Google Form. Then the data is interpreted and analyzed to see the usefulness of Kahoot in learning. The results showed that as many as 71.6% of students agreed that Kahoot increased student motivation in the good category; 91.7% of students agree that Kahoot improves learning effectiveness in the very good category; and 81.2% of students agree that Kahoot improves students' knowledge in the good category. Thus students' perceptions of learning motivation, learning effectiveness, and student knowledge can be increased with Kahoot. Therefore, it is recommended that teachers use Kahoot as an alternative media to help teachers evaluate learning.

Corresponding Author:
Ana Rusmardiana
Universitas Indraprasta PGI, Jakarta, Indonesia; ana.irawan93@gmail.com

1. INTRODUCTION

The development of science and technology from year to year is getting more advanced, which impacts progress in the field of education. These advances include methods, media, learning models. Taking advantage of these advances, teachers need to prepare themselves by having various abilities to produce quality learning (Ramli et al., 2018). The abilities possessed by teachers can be obtained by actively participating in various trainings, workshops, and seminars (Hasanah, 2012; Rochyadi, 2014). This competency improvement is part of a teacher's responsibility in improving performance, especially the quality of learning.

Teachers can take advantage of these advances by utilizing several developed technologies in the learning process. One of them is game-based learning, this learning is a medium that can help students solve problems, improve critical thinking skills, and make an assessment in the learning process (Dellos, 2015). Also students can receive feedback (Kapp, 2012), and stimulate students' verbal and visual aspects (Iwamoto et al., 2017). Online or digital game technology in the learning

process is more relevant because one of the benefits of digital games is that it stimulates learning. Learning will take place effectively and be fun for the birth of a quality generation as they aspire to achieve educational goals (Rahmatullah et al., 2020).

Game-based learning is also known as gamification. In more detail, Kapp (2012) defines gamification as a concept that uses game-based mechanics, aesthetics, and game thinking to engage people, motivate action, promote learning and solve problems. In its development, gamification is widely applied to business activities, marketing, health, learning, etc. By using gamification in learning, it is hoped that it can provide a trigger or motivation for students to participate in the teaching and learning process because the process carried out is interesting and fun (Prambayun & Farozi, 2015). Game-based learning (Game-Based Learning) is a method that combines teaching materials with games. The purpose of this combination is to increase students' interaction, participation, and involvement. Furthermore, game-based learning applications are quite flexible, so that they can be accessed through students' computers and cellphones (Erfan & Ratu, 2018).

Before the presence of gamification in learning, there were still many lack of teacher innovation in developing learning media in the classroom. Even though the media functions as teaching aids that affect the learning environment and conditions (Arsyad, 2010). Many found the lack of integration of information and communication technology in learning, one of which is using smartphones during the learning process with specific goals. Effective use of smartphones in learning provides promising opportunities in the classroom (Aribowo, 2017). With smartphones, teachers can communicate quickly and several applications that support learning such as Google Classroom, Gmail, Zoom, Edmodo, Kahoot, Quizizz, and others.

Currently, many companies are making applications to support learning. One of the media that can be used in the learning process in the classroom is the educational game Kahoot. This application is a visual type of learning media and has an interesting function and directs attention to concentrate on related lesson content (Lukman, 2019). This means that Kahoot media can be used to attract students' attention to be more focused and focused on the subject matter being discussed. Kahoot is a game application that can help teachers evaluate learning including pretest and posttest.

Kahoot is a learning application that is used to integrate learning evaluation with interactive games. Kahoot also has a feature to view student learning activities (Correia & Santos, 2017). Kahoot emphasizes a learning style that involves the relationship between students' active roles and their peers in a competitive way towards the learning that is being or has been studied (Ishak et al., 2017). Besides being free, this Kahoot application can also be used for all languages and internet-connected devices and applied to all subjects (Aribowo, 2019). This advantage makes the Kahoot platform a platform that can create interactive, educative learning, and make it easier for educators to monitor and assess student learning outcomes (Irwan et al., 2019). Kahoot is one of the alternative learning media that teachers can use to create interesting and fun learning.

Kahoot's research has been carried out, including Ulya's research (2020) that Kahoot affects the effectiveness of learning, Setiana (2020) and Fauzih (2019) that quizzes using Kahoot are effective in increasing student learning activities, Halimah (2021) that Kahoot is effective in increasing students' learning motivation, Mafruhah (2019) that Kahoot is effective in improving learning outcomes, and there are many other studies. As for what distinguishes it from previous research is the perception of students regarding the use of Kahoot in learning Islamic Religious Education in terms of motivation, effectiveness, and knowledge. As for the formulation of the problem in this study is how the perception of students in the use of Kahoot in Islamic Religious Education subjects. This research is expected to provide consideration for teachers to use Kahoot in learning.

2. METHODS

This research method uses descriptive quantitative to analyze students' perceptions of Kahoot as a learning evaluation medium. Student perceptions can be seen from learning motivation, effectiveness in the learning process, and student knowledge. The population in this study was 8th-grade students, with the purposive sampling technique, 2 classes were selected with a total of 68 students. The research instrument consisted of a questionnaire distributed via Google Form, there were 20 questions using 5 Likert scales. Number 1 represents "strongly disagree (STS)", number 2 represents "disagree (TS)", number 3 represents "disagree (KS)", number 4 represents "Agree (S)", and number 5 represents "strongly agree (SS)." The motivation aspect consists of 7 indicators, the effectiveness aspect consists of 5 indicators, and the knowledge aspect consists of 4 indicators. Preparation of questionnaire questions based on the theory of learning motivation according to Sardiman, effectiveness according to Jhon Carrrol.

This study obtained data on student perceptions of the use of Kahoot in the learning process of Islamic Religious Education. The data is interpreted and analyzed to get a picture of student perceptions that can be used as material for evaluating its implementation.

3. FINDINGS AND DISCUSSION

3.1. Student's motivation to study

Motivation is the drive/driving force to achieve a goal. The emergence of motivation is often driven by other elements, including the goal/desire to get something. Thus, learning motivation is the drive/desire to learn (Ilmiyah & Sumbawati, 2019). Optimal or not learning outcomes are strongly influenced by the level of motivation to learn, Sardiman (2012) Expressing motivation is a very important condition in learning. Motivation is very important in learning. Without motivation, learning activities will be passive. After collecting data on 68 students, the results were obtained as table 1.

Table 1. Learning Motivation Presentation

No.	Item	STS	TS	KS	S	SS
1	Motivates me to answer questions quickly from other friends	0	4,4	22	58,8	14,7
2	Awaken my competitive spirit to compete in a healthy manner with other friends	0	1,4	8,8	66,1	23,5
3	Motivates me to study harder	0	7,3	13,2	57,3	22
4	Excited to solve questions	0	2,9	26,4	58,8	11,7
5	Motivate me to get the highest score	0	11,7	20,5	61,7	5,8
6	Motivates me to be in the top seven	2,9	13,2	22	61,7	5,8
7	Motivates me to be active in the group	5,8	16,1	19,1	50	8,8

Table 1 shows that students' learning motivation when using Kahoot as an evaluation medium is categorized as good with an average level of agreement of 71.6% while the level of disagreement is on average 28.3%. Thus, Kahoot can increase students' learning motivation which is shown through answering questions quickly, having a competitive spirit, studying harder, getting the highest grades, and being active in groups. Another interesting finding is that almost 30% of students disagree which may be influenced by other factors including interest, teacher instructions, and the Kahoot application itself. In addition, Kahoot is not suitable for group/team learning with a disapproval rate of 41.1%.

Research findings as many as 71.6% of students are motivated when using Kahoot, this strengthens previous research including research Lin (2018) that the use of Kahoot in the learning process can help students increase their knowledge and motivation to learn. Izzati's research (2019) that the Kahoot-assisted Blended Learning learning model significantly affects learning motivation. Likewise Sinaga's research (2022), Alfansyur (2019), Hartanti (2019), and Utami (2020).

According to Uno (2011), student learning motivation can be seen from several indicators including 1) the desire and desire to succeed; 2) there is encouragement and need in learning; 3) the existence of hopes and aspirations for the future; 4) there is an appreciation in learning; 5) there are interesting activities in learning; and 5) the existence of a conducive environment, thus enabling a student to learn well.

In line with the opinion above Dimyati (2002) suggested several ways to increase learning motivation, including the teacher optimizing students' experiences and abilities. Efforts to increase student learning motivation can be done in various ways, one of which is to provide opportunities for students to be involved in learning experiences. The teacher can do this by helping interesting learning by utilizing learning media. The learning motivation in question is the motivation to learn after using Kahoot. This is because the increase in students' learning motivation can be done through kahoot because it affects the classroom situation when the games start (Smith & Brauer, 2018).

Kahoot has advantages such as increasing student learning motivation (Aflisia et al., 2020), ease of use and access, can be used for learning and training, among others as an assessment medium, giving homework assignments, and used as entertainment in learning activities, has a user friendly design with attention to user comfort, the use of Kahoot does not require installing an application, because it is made with web-based software so that it does not require certain hardware and software devices in its use, has time allocation to answer questions and can be accessed for free. there is an analysis feature of assessment results that teachers can use to make analysis and corrective actions, varied game content that can be entertainment in learning (Fauzan, 2019; Putri & Muzakki, 2019).

3.2. Kahoot's Effectiveness in Learning

The use of media in learning will greatly help the effectiveness of the learning process and delivery of subject matter. In addition, it can also help improve student understanding, present data attractively and reliably, facilitate data interpretation, condense information, and generate student motivation and interest (Tafonao, 2018). The selection of the right media and following the learning characteristics will further increase the effectiveness of learning. After collecting data on 68 students, the results were obtained as table 2.

Table 2. The Effectiveness of Kahoot in Learning

No.	Item	STS	TS	KS	S	SS
1	Can understand every teacher's instructions regarding the use of Kahoot	0	0	7,3	79,4	13,2
2	Questions that are varied and not boring	0	0	4,4	91,1	4,4
3	Fun and competitive learning	0	2,9	7,3	77,9	11,7
4	Efficient use of time	0	1,4	8,8	85,2	4,4
5	Improve the ability to work in a team	0	2,9	5,8	82,	8,8

Table 2 shows that the effectiveness of learning when using Kahoot as a learning evaluation medium is categorized as very good with an average level of agreement of 91.7% while the level of disagreement is on average 8.2%. Thus Kahoot as a learning evaluation media in streamlining student learning. An interesting finding in this study is that when teachers use Kahoot for learning evaluations such as pretest and posttest, it will increase the effectiveness of learning. These results strengthen the research of Bahar et.al (2020) that teachers effectively use the Kahoot technology-based learning media. Other research by Irwan (2019) that Kahoot is effective as a learning medium in supporting the teaching and learning process. Kahoot can improve students' thinking and learning skills so it needs to be developed.

Kahoot as a learning technology that integrates learning evaluation with interactive games and is equipped with a student supervision system (Dewi & Mujib, 2018). Kahoot also facilitates the evaluation of learning to be interactive, interesting, easy, and conducive (Nugraheny et al., 2019). This advantage is the teacher's consideration for using Kahoot as a learning evaluation tool.

John Carroll (2018; Supardi, 2013) states that instructional effectiveness depends on five factors: 1) attitude; 2) ability to understand instructions; 3) perseverance; 4) opportunities; and 5) quality of instruction. Knowing some of these indicators shows that learning can be effective if there is an attitude and willingness in the child to learn, the readiness of the child and teacher in learning activities, and the quality of the material presented. If these five indicators do not exist, the children's teaching and learning activities will not run well. Children need effective learning activities to help develop children's thinking power without compromising children's level of understanding according to their developmental age. The effectiveness of learning is a measure of the success of the interaction process in educational situations to achieve learning objectives. They are judging from the activities during learning, responses and mastery of concepts (Rohmawati, 2015). Kahoot can facilitate in achieving learning effectiveness.

3.3. Student Knowledge

Learning media is one of the tools used by an educator to convey information or knowledge to students, aiming to increase student knowledge. After collecting data on 68 students, the results obtained as table 3.

Table 3. Student Knowledge

No.	Item	STS	TS	KS	S	SS
1	The questions presented hone problem solving skills	0	4,4	20,5	60,2	14,7
2	Can increase my knowledge of learning materials	0	0	11,7	70,5	17,6
3	Helping to recall the learning material that has been studied	0	0	10,2	73,5	16,1
4	Helps in honing critical thinking skills	0	5,8	22	63,2	8,8

Based on table 3, it shows that students' knowledge when using Kahoot as a learning evaluation medium is categorized as good with an average agree level of 81.2% while the level of disagreement is 18.7% on average. Thus Kahoot as a learning evaluation media can increase students' knowledge. An interesting finding in this study was that as many as 27.8% of students stated that Kahoot had not been able to hone their critical thinking skills. This is because some students who have high knowledge are used to critical thinking before using Kahoot which is only a quiz. Even so, 70% of students stated that Kahoot was able to hone them to think critically. The results of this study strengthen the research of Irwan (2019) that Kahoot is effective as a learning medium in supporting the teaching and learning process. Kahoot can improve students' thinking and learning skills so it needs to be developed. Dellos (2015) states that with Kahoot, students can demonstrate their knowledge, understanding, and abilities without any pressure.

Kahoot is an interesting and fun learning medium for students. According to Gloria (2019; Nasution, 2019) the benefits of using Kahoot as a learning medium include being able to help recall the material that has been given; increase enthusiasm for learning; increase motivation in learning; increase interest in learning; and can increase knowledge about the material provided.

4. CONCLUSION

This study concluded that as many as 71.6% of students agreed that Kahoot increased student motivation in the good category; 91.7% of students agree that Kahoot improves learning effectiveness in the very good category; and 81.2% of students agree that Kahoot improves students' knowledge in the good category. Thus students' perceptions of learning motivation, learning effectiveness, and student knowledge can be increased with Kahoot. Therefore, it is recommended for teachers to use Kahoot as an alternative media to help teachers evaluate learning. For further research, it is expected to discuss the effectiveness of Kahoot through experiments.

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