

THE USE OF THE APPLICATION KAHOOT IN IMPROVING STUDENT LEARNING OUTCOMES

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Abstract

In principle, E-learning is learning that use electronic service as a tool. Quizizz is one of these E-learning web applications. Quizizz is a competitive games. This application has been widely used by teachers around the world in learning activities, such as making online quizzes which are currently rife. This study use a quantitative descriptive method through a survei approach that focuses on effectiveness in using Quizizz in teaching english. This research was conducted at the Junior High School Beringin in Deli Serdang district. The subject of this study were 9th grade of Junior High School students in Beringin, totaling 26 students who were studying English with using Quizizz application. The researcher collected data by using a questionnaire, in collecting data the researcher used several method, namely (1) the researcher gave 10 statement related to Quizizz in teaching English, these statements were sent via google drive, (2) then students choose the answer SS, S, TS, STS on the questionnaire. To analyze the data the researcher determined the percentage of each questionnaire answered by the students. So the results of this research that average percentage of effectiveness was strongly agree (SS) 53,6%, agree (S) 60,7%, disagree (TS) 39,3%, strongly disagree (STS) 10,7%. The purpose of this study was to determine the effectiveness of using kahoot as a medium for evaluating class VII learning MTS Percut. The type of research used is quantitative descriptive research. Data collection techniques in this study are observation and tests. The data analysis technique used is descriptive using a percentage formula. The subjects in this study were students of grades VII.1, VII.2, VII. 3 and at MTS Percut with a total of 66 people. Based on the results of research in class VII MTS Percut, it was found that the Kahoot application was effectively used as an alternative learning evaluation media at MTS Percut with the average score of observations on the use of Kahoot in grade VII 1 English subjects was in the very good category with a percentage of 100%, grade VII.2 was in the very good category with a percentage of 100% and in VII.3 was in the good category with percentage 80%. In the test results, students were in the good category with an average percentage score of 76.81%.

From the results of the study, it can be concluded that the use of Kahoot as a medium for evaluating learning in English subjects in class VII MTS Percut.

Keywords: effectiveness, kahoot evaluation, english

INTRODUCTION

In essence, education cannot be separated from humans because education is the first step taken by humans to be able to understand and live a decent life. If a person wants a decent life then the only way is to have knowledge, where the knowledge can be obtained through education. The development of mankind is determined by the quality of good education, because education is a determinant of the development or failure of a person who will have an impact on the development or failure of a country. In accordance with Law No.20 Year (2003) Article 1 which contains the National Education System Noor (2018: 9) has stipulated that:

"Education is a conscious and planned effort to realize the learning process and learning atmosphere so that students are active in developing their potential to have religious spiritual strength, personality, self-control, intelligence, personality, noble ahlak and skills that will be needed by their leaders, the surrounding community, nation and state."

Education is a planned and structured activity that has a specific purpose. With this education, it is expected to improve the quality of human resources in order to bring good changes in the scope of education, social, economic and political. In an effort to bring good changes to education, teachers as educators are required to try to find ways so that the teaching and learning process can be carried out properly and enjoyably through various ways, strategies and methods in overcoming learning problems faced by students when carrying out teaching and learning activities at school. As also stated in the Law on Teachers and Lecturers Number 14 of 2005 (2005) Article 8 (Wahyudi, 2021: 3) states that "instructors / teachers must have educational qualifications, abilities, educator certificates, be physically and mentally healthy, and have the potential to understand the objectives of national education.

There are educational goals that must be achieved, these goals are the occurrence of a change in behavior that is desired after the learning process. According to the National Goals of Education in Indonesia which has been contained in the State Direction Outline (Arifa, 2020: 9) which states that "education aims to increase piety to God Almighty, enhance ethics, educate the nation's life and improve skills...". By looking at it, the level of quality of education is determined by the level of quality of human resources (Human Resources).

One of the efforts to improve the quality of human resources starts from a quality learning process. Therefore, educators need to provide support so that the teaching and learning process can take place effectively and efficiently, namely by using learning media. Learning media is an intermediary used by teachers to deliver teaching material so that it can be easily understood by students while helping teachers in delivering their teaching

material effectively and efficiently. In addition, the use of media in learning can increase student interest, stimulate students' minds, as well as create a pleasant atmosphere for students because an effective and fun learning is one of the aspiring educational goals (Pamungkas, 2021).

An interesting learning can be created by utilizing game-based learning media into a learning as Palma, et al (Nawawi, 2020: 4) stated that "the use of technology such as Kahoot can foster student motivation, participation, attention and experience as an active element in education". However, by looking at the current state of education, there are still many teachers who have not used technology as a learning medium because they are constrained by several things such as the lack of mastery of technology, conditions or environments that are not supportive for learning media that require networks and technological devices that are less supportive such as laptops, smartphones, and other supporting devices in their use, so this becomes one of the obstacles in efforts to improve the quality of education equally. Especially in English learning where if the teacher only uses the lecture method, it will make students feel bored and less grasping the learning material delivered. Because English lessons contain a lot of speaking, reading, and writing content, it will be very difficult for students to understand if they only use the lecture method, therefore teachers must further increase creativity in finding and finding the right learning media by utilizing existing technology.

After utilizing technological media into learning, teachers must conduct learning evaluations to determine the success of using the learning media they have used. In general, evaluation is an activity to improve a person's performance, quality and productivity to find out whether development is in accordance with the expectations and goals that have been set. Learning evaluation activities are one of the factors that can open the mindset of students that can foster student enthusiasm to continue learning, because evaluation activities can provide a competitive effect for each student to continue to improve their academic scores in school.

Educational innovation in the 21st century is growing rapidly so that learning evaluation activities are also developed by utilizing technology in it. The use of technology-based evaluation tools can have a positive impact on students, because technology-based learning evaluation can increase student enthusiasm for learning as well as make it easier for teachers to group student values quickly and precisely. Therefore, the use of technology-based evaluation tools needs to be applied in schools. One of the technology-based learning evaluation media that teachers can use is the Kahoot application. The Kahoot application is a web-based learning application by collaborating games into educational content. Because the presence of games can attract students, because it gives an impression that can stimulate fun learning. Moreover, if the evaluation activities using games will be very challenging for students to continue learning in order to get satisfactory grades.

Based on the results of observations made at MTS Al-Aziz An-Nazwa Percut, there are several facts that occur in the field, namely that teachers still evaluate using manual evaluation tools in the form of written tests if learning is carried out offline or using google form media if learning is carried out online. By seeing this, learning evaluation activities need to be slightly developed, especially in English learning which contains a lot of

speaking, reading, listening and writing content, for that the use of kahoot can be used during learning evaluation which can include evaluation content in the form of video, audio or images that will make it easier for students to answer questions related to speaking, reading, listening and writing. This is if the teacher still uses the learning evaluation tool manually at school can hinder the teacher in analyzing the level of student understanding of the learning content, or if using google form evaluation media, where the google form cannot enter video and audio content directly into the question so that if you still use the evaluation media manually or through google form the teacher will be difficult to analyze language skills English every student. Therefore, to take advantage of existing technology, the use of the Kahoot application can be used by teachers because its use is very accessible so that it is appropriate to be used in learning evaluation, especially in English subjects.

Furthermore, based on an interview conducted with one of Al-Aziz An-Nazwa Percut's teachers, Mrs. riyantina sembiring, S.Pd as a teacher of English subjects. He revealed that this school does not provide restrictions for students to bring smartphones to school because it is to adjust existing learning such as the use of e-books during the teaching and learning process. In addition, this school also has an internet network that supports the use of technology-based learning applications / media. However, most teachers still do not use technology into learning, especially during the implementation of learning evaluation. Riyantina Sembiring, S.Pd also said that the use of the Kahoot application has never been used in this school. Teachers usually use the method of evaluating learning outcomes manually if learning face-to-face or using google forms if learning remotely.

METHOD

This research was conducted using a quantitative type of research. Quantitative research is a research method based on the philosophy of positivism used in examining a population and certain samples that aim to examine hypotheses (Sugiyono, 2013). The reason researchers use a quantitative research approach to find out research problems about the effectiveness and ineffectiveness of using the Kahoot application as a learning evaluation medium, where the data can be in the form of numbers or statistics whose specifications are carried out systematically, structured and planned clearly from the beginning to the end of the implementation of the research design. The approach to this research is a descriptive approach. A descriptive approach is used to explain, explain or describe the effectiveness of using Kahoot as a medium for evaluating English learning for grade VII students of MTS Al – Aziz An – Nazwa Percut.

From the explanation above, the purpose of researchers using this type of quantitative research with a descriptive approach is to provide an explanation of the situation to be studied from the results of the calculation of variable indicators which are then presented in writing by the researcher so that researchers can strengthen research data in making a conclusion.

FINDINGS

A. Research Results

In this chapter, the results of research will be described that illustrate the effectiveness of using kahoot as an evaluation medium for grade VII English learning. The data obtained are data sourced from research instruments, namely observation sheets and student learning outcomes. The results of this study are presented in the form of quantitative descriptive analysis processed from observations of the use of Kahoot and student test results on the Kahoot application. To emphasize the above can be described as follows:

1. Descriptive Analysis

a. Observation Results of Using the Kahoot Application

The results of quantitative descriptive analysis in this study are stated from the results of observation sheets. The use of observation sheets is used to view and review student English learning evaluation activities when using the Kahoot App. Evaluating student learning using the Kahoot application can help teachers take grades for students quickly and precisely. Learning evaluation activities are carried out in the school computer laboratory because LCD and wifi are available to support the evaluation activities. Before starting the learning evaluation activity, students are given instructions on how to use the Kahoot application using their respective smartphones that have been connected by wifi school. The results of observations on the use of the Kahoot application from 3 classes VII of MTS Percut during the study can be seen in the following table

Table 1 Hasil Observasi Penggunaan *Kahoot*

No	Aspek Yang Diamati	Kelas		
		VII/ 1	VII/ 2	VII/ 3
1	Media <i>Kahoot</i> digunakan dalam proses Pembelajaran	1	1	1
2	Media <i>Kahoot</i> digunakan sesuai dengan Tujuan	1	1	1
3	Siswa dengan mudah menggunakan media <i>Kahoot</i>	1	1	0
4	Langkah-langkah penggunaan media <i>Kahoot</i> mudah dimengerti oleh siswa	1	1	0
5	Media <i>Kahoot</i> dapat diakses dimana saja	1	1	1
6	Siswa mempersiapkan smartphone atau laptop sebelum pelaksanaan evaluasi	1	1	1
7	Media <i>kahoot</i> dapat digunakan secara individu ataupun kelompok	1	1	1
8	Media <i>kahoot</i> dapat menumbuhkan keberanian siswa dalam berpendapat	1	1	1
9	Media <i>kahoot</i> dapat mempermudah siswa dalam menjawab soal-soal bahasa inggris	1	1	1
10	Media <i>kahoot</i> dapat mempermudah guru dalam pengambilan nilai secara cepat dan tepat	1	1	1

Jumlah	10	10	8
Persentasi	100%	100%	80%

The criteria for the effectiveness of using the Kahoot application are successful if the observation results of using the Kahoot application are in the good category, which is between 70% - 90%. In table regarding the percentage of Kahoot application usage shows that the Kahoot application can be used as an evaluation medium for English learning where the results of the observation of Kahoot use in class VII.1 of 100% are in the Very Good category, class VII.2 of 100% are in the Very Good category and in class VII.3 of 80% are in the Good category.

b. Student Learning Outcomes Test

To find out student learning outcomes, researchers gave tests to students which were presented in the form of Kahoot Games. The test is in the form of multiple choice and true false which consists of 20 questions, the processing time of each question consists of 20 seconds with the same level of difficulty for each student. The questions were given to students of sample classes consisting of classes VII 1, VII 2, and VII 3. Here are many students in each category of student learning outcomes using the Kahoot application as follows:

Tabel 2 Persentasi Kategori Ketuntasan Siswa

Kategori	Jumlah Siswa	Persentase
Tidak tuntas	21	31,81 %
Tuntas	45	68,18 %
Jumlah	66	100

Table 2 above shows that there were 21 students who obtained incomplete scores and there were 45 students who obtained complete scores.

2. Kahoot App Effectiveness

The effectiveness of the use of Kahoot evaluation media in English subjects in class VII MTS Al - Aziz An - Nazwa Percut can be said to be effective based on effectiveness criteria, namely:

a. The Kahoot application is effective if the score of observations using the Kahoot application is in the good category, which is between 70% - 90%

Based on observations made in the sample classes, namely class VII.1, VII.2 and VII.3, the average score obtained using observation sheets in class VII.1 is in the very good category of 100%, class VII.2 is in the very good category of 100% and class VII.3 is in the good category of 80%. So that the use of Kahoot media is effectively applied as an evaluation medium for English learning in class VII at MTS Percut.

b. The Kahoot application is effective if the student's test score is in the Good category, which is between 70-90%

Test scores using the Kahoot application in English subjects are categorized as good with an average percentage of student evaluation scores of 76.28%. So that learning evaluation

using the Kahoot application is effectively used based on effective criteria in Class VII English subjects at MTS Percut.

Based on the explanation above, it can be concluded that the use of the Kahoot application as an evaluation medium for grade VII English learning at MTS is effective, because it has met both effectiveness criteria.

DISCUSSION

Learning evaluation activities using the Kahoot application in grade VII English subjects were carried out very well. This is supported by observational data conducted by observers in each sample class. Based on the table of the calculation of the percentage of observations using the Kahoot application is categorized very well in classes VII.1 and VII.2 and in class VII.3 is categorized as good. In learning evaluation activities using the Kahoot application, students are very interested and enthusiasm in its implementation is shown by the enthusiasm of students in following it which is analyzed using observation sheets. In class VII.3 there are some students who still do not understand the use of the Kahoot application, arguing that they only know the name of the web and learning application therefore, researchers need more time to give instructions to them one by one during evaluation activities using Kahoot. The Kahoot application can help teachers in taking student grades quickly, precisely and fun, this is shown by the features in the Kahoot application such as summary scores or summary scores that can be downloaded by teachers and rank displays, images and audio that can arouse students' enthusiasm to take part in learning evaluation activities.

Based on the results of tests conducted in class VII English subjects showed that the results of student learning evaluation were in the good category, which was seen from the average percentage of student learning outcomes and the percentage of student completeness, there were 45 students who received complete scores. Students who get incomplete grades because most of them state that they do not like English lessons, so they are not interested and get low learning results. However, in this study the test results stated that more students obtained complete scores compared to incomplete scores, therefore evaluation activities using the Kahoot application in English subjects were effective based on effectiveness criteria.

Based on the results above, it can be said that the use of Kahoot media is effectively used as a learning evaluation medium. Similar to relevant research put forward by Fahnur et al in 2020 that the Kahoot application received a very positive response by teachers, it was also stated by Dewi in 2021 that the Kahoot application was very interesting to use as a learning evaluation medium, and it was also stated by Pramita et al in 2020 that Kahoot made learning more interesting and interactive. So it can be said that Kahoot media is effectively used as a learning evaluation medium as it has been applied to previous research and research even though it is used in different situations. So the use of Kahoot media is recommended as a learning evaluation media because it can help teachers in evaluation activities and raise students' enthusiasm to continue learning to get maximum scores in learning evaluation.

CONCLUSION

Based on the results of research and discussion of the effectiveness of using Kahoot as a medium for evaluating learning in grade VII English subjects at MTS Percut based on effectiveness indicators, it can be concluded that: The results of observations on the use of the Kahoot application in grade VII English subjects at MTS Percut are in the very good category in grade VII. 1 and VII.2 and in class VII.3 are in the good category. In addition, the test results show that the Kahoot Application is effectively used based on the results of the tests conducted, namely the average score of student test results is in the good category.

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