Application of Kahoot as Learning Media for Junior High School Students

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Abstract. In today’s education world, we must use information technology in learning during this pandemic because learning during this pandemic period is carried out online. Meanwhile, many students and teachers must continue to adapt to new learning media with different methods. Currently, there are many designs for learning methods, one of which is gamification. Gamification is one way to make learning exciting and liked by students. This study designed learning media using the Kahoot tool, which contains multimedia elements such as text, images, sound, animation, and video into evaluation questions for students to do. This method is carried out simultaneously and is limited to one part of the lesson, namely Compiling the Pantomime Text in grade 8 of Junior High School (SMP Negeri 2 Manado). Learning evaluation design is carried out to improve student learning outcomes.

Keywords: Kahoot, Junior High School, Art and Culture, Learning Evaluation Design.

1. Introduction

The Covid-19 pandemic, which began in mid-March 2020, caused significant changes in all fields, including education and teaching. This situation caused face-to-face classes at school to end because of the issuance of regulations on health protocols during the Covid-19 pandemic, which required us to keep our distance, wear masks and then study at home and use the internet or online facilities [1].

In education, we now recognize various kinds of learning methods and different learning media variations that can help convey learning material to acquire knowledge, skills, or attitudes. The choice of learning methods and media affects the motivation, communication, and learning interactions of students. Simultaneously with the increasingly rapid development of technology such as smartphones with all their facilities, everyone needs to learn it. It becomes an absolute requirement to know technological developments for students and educators to support the development of learning in schools today, which are still learning in the network (online) [2] [3] [4].

This research was conducted to assist the application of the gamification learning method in the classroom. Because based on interviews and observations so far, the lack of completeness of students in the arts and culture subjects of class 8 Junior High School (SMP) and compiling pantomime texts with conventional learning methods is still the primary method. With online learning in the learning process during the Covid-19 pandemic, it is necessary to have new practical, interactive, and effective techniques in the learning process, such as gamification. The gamification method uses the Kahoot
application, which contains elements in the game and multimedia elements to attract interest and maintain a feeling of enjoyment and motivation for students to continue learning [5].

The Kahoot application used has two website addresses https://Kahoot.com/ for the teacher, as shown in figure one and https://Kahoot.it/ for students [6]. Figure 1 shows the Kahoot front view. All questions in Kahoot have the advantage that they can be in the form of text or can be added to images, have a time limit, and the answers to the questions given are represented by pictures and different colors so that students are trained to think quickly and accurately [7]. Kahoot also has an element of competition because the quiz or evaluation results are directly exposed to the layer to motivate students to learn and get better grades [8]. Its application does not require special hardware but only uses smartphones, tables, or student laptops and uses internet access and teacher laptops because the class is online, so there is no face to face face to face [9].

![Figure 1. Kahoot Front View](image)

This research aims to help with the implementation of Kahoot! In the form of learning evaluation design using Kahoot to improve student achievement in the arts and culture skills subject at SMP Negeri 2 Manado.

2. Literature Review

2.1 Gamification and Kahoot!

Kahoot is an online game developed to answer all challenges in the learning process as described. The Kahoot application can make it easier for teachers to evaluate, manage, and deliver messages to students [10] [11]. Kahoot is also an online free question-based learning media used in teaching and learning activities to evaluate the student learning process results, repeat the subject matter, and stimulate student interest to discuss the questions given by Kahoot [12].

In several previous studies using gamification using Kahoot! The gamification is the teacher’s creativity or the teacher to attract students’ attention and interest in learning. It is proven that there is an increase in student achievement in the experimental class. It is carried out with two samples: the conventional control class and the practical class using Kahoot every two weeks of learning [9].

The study was also carried out on pre-service teachers with three randomly assigned groups, two groups for the experimental class and one group for the control class, and applied for six weeks with the principle of mixed research. Activities that are equipped with Kahoot, although not significant but affect academic achievement and student involvement compared to the control class group [13].
Furthermore, in previous research, Kahoot was released in 2013 and continued to increase from 2015 and is used as a learning medium. Kahoot can be used as a formative assessment tool in subjects. Kahoot is one of the classroom response systems (CSR). That is effective in class. After all, it can improve students’ pleasant learning environment and increase student interest in learning. Kahoot provides a suitable interface because it can be accessed via the internet using various devices such as computers, smartphones, and tablets. When learning Kahoot allows teachers to create four types of games: quizzes, discussions, surveys, and mixtures quickly, containing audio and visual elements [14].

This research was conducted on vocational teachers in the Gerokgak sub-district. This study states that there are still very few teachers who can implement this gamification-based learning. From the opinion poll of 33 teachers, only 17 teachers know this gamification-based learning, and 45.5% already know this Kahoot gamification is learning media, but only 27.3% of the teachers from a total of 33 teachers who use Kahoot teaching media. Kahoot itself is a website-based learning media platform for creating interactive quizzes that use the gamification concept. From the results of training using Kahoot, it was found that 100% of teachers were able to use this Kahoot learning media [15].

The industrial revolution 4.0 era’s learning process is currently bringing about changes in students’ and teachers’ interaction. So, the change has spurred innovation in the learning process and current communication technology developments [6].

2.1 Assessment and evaluation aspects of learning

Class action education also affects student learning evaluation results. Teachers must be able to create a cycle of learning models that motivate students in learning so that there will be an increase in student achievement [16].

3. Methodology

The research uses the application of Kahoot. The research object is 36 students of “SMP Negeri 2 Manado” in the odd semester 2020/2021 in grade 8 and 23 students who are active in online learning using WhatsApp in distributing tasks every day and at the end of the topic discussion and evaluation using Kahoot.

In the design, evaluation questions are made on the subject of Arts and Culture Skills with the topic in Chapter 8, namely Compiling Pantomime Manuscripts using the Kahoot application using multimedia elements, namely text, images/photos, sound, animation, and video.

4. Result and Discussion

Learning evaluation using this Kahoot is designed to be tested at the end of Chapter 8 on Compiling a Pantomime Text. The purpose of this design is an increase in student learning outcomes using more interactive learning media and an increase in student motivation and interest in learning in the classroom. The following are some design evaluation questions made using Kahoot.
Figure 2. Display before starting the exam

Figure 2 shows the condition when we enter the pin and name as an exam participant and next to it is a picture of the teacher’s laptop as the host.

Figure 3. The first question display

Figure 3 shows the first question displays in the form of a quiz or multiple choices and can show pictures, music, or sounds. That makes the atmosphere more excited, and the host can determine the duration of time according to the difficulty level of the problem.
Figure 4 displays a second question with a different form, namely a problem with a choice of true or false answers, so we only determine the structure of the question “True” or “False,” which is another form of Kahoot. Furthermore, Kahoot will display the points earned and determine the winner through the award page as in figure 5. It becomes the motivation to compete for better learning outcomes in the next quiz or evaluation.

Figure 5. Point and Ranking
5. Conclusion

From the results of the design of instructional media for the subjects of Culture Arts and Skills, especially for the topic of Compiling Pantomime Texts in grade 8 SMP Negeri 2 Manado, we compiled two models of evaluation questions in the form of multiple-choice and in the form of correct or wrong guesses. These two questions were filled. Multimedia elements such as text, images, sound, animation, and video are expected to increase student interest and student learning outcomes, especially during the Covid-19 pandemic like this, which requires us to learn from our homes help of the internet and learning applications.

6. Suggestion

For further research, next semester, a straightforward implementation process can be carried out to students, thereby considering the current conditions and situations and topics following what was studied at that time.

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