Kahoot On Thematic Learning

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Kahoot On Thematic Learning

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Abstract. Thematic learning, especially in elementary schools, requires a supporting component in the form of learning media. The applicable learning media needs are needed in an effort to facilitate the teaching and learning process. The purpose of this study was to describe students' responses to the Kahoot application for students at SD Kedungkandang 1 Malang.This research was a descriptive narrative study with a qualitative approach. The subjects in the study were all fourth grade students of Kedungkandang 1 Elementary School in Malang City, amounting to 32 people. The data collection procedure employed observation, interviews, questionnaires and documentation.The results showed that a positive response was given to the fourth grade students of Kedungkandang I SDN Malang City to the Kahoot application. This can be seen from the results of student questionnaire responses to aspects of expression by 70%, aspects of interest by 31%, active involvement aspects by 38%, accessbility aspects by 69%, and aspects of attractiveness of 82%

1. Introduction

Modern learning in this century cannot be separated from the internet connection. The use of social media and multimedia is crucial and essential for students and teachers lately. The balance between lifestyle and ways of learning is the biggest challenge for teachers in schools. Learning innovations need to be developed to obtain a better quality of education. In addition, innovation also aims to achieve learning objectives to the maximum. In the context of learning, innovation is a form of teacher creativity in managing learning. Innovation allows the transformation of monotonous, boring, saturating and conventional learning into fun, varied and meaningful learning. Digital games are one form of learning innovation that aims to balance these two things. Argues that the use of video games or digital video develops cognitive, motivational, emotional, and social aspects if the teacher is able to implement them well in the classroom [1].

Based on the results of interviews with fourth grade teachers, it was found that the use of media in Kedungkandang 1 Elementary School in Malang was still very limited. This is due to the limited time and cost to create media as innovations and variations of learning. Therefore, a learning innovation named Kahoot as one of the learning innovations is available.

Kahoot is one of the famous game-based learning platforms. Kahoot is a user-friendly learning platform, both for teachers and students. This platform was developed by Johan Brand, Jamie Brooker, and Morten Versvik in collaboration with the Norwegian University of Technology and Science[2].

Kahoot is an online application in the form of quizzes or practice questions developed and presented in the form of game. When accessing Kahoot, students get points for answering the quiz correctly and their names will be displayed on the player list when playing Kahoot. The Kahoot application makes it easy for teachers to evaluate students. Most teachers in France, design learning innovations by utilizing online-based technology in the classroom to create interesting learning[3].

The use of Kahoot in learning can create a fun and interactive atmosphere for students [4]. Positive enthusiasm is shown by students during the learning process. Based on the description, this research focuses on the responses given by fourth grade students of Kedungkandang 1 Elementary School in Malang to the use of Kahoot in the learning process.

2. Methodology

This paper employed descriptive design with qualitative approach. The researchers in this study took a role in planning, implementing, collecting data, analyzing, and reporting the research results. This study was employed in Kedungkandang 1 Elementary School Malang. This study took 32 students of the fourth graders as the subject. Data collection was done by implemeting observation, interview, documentation, and using questionnaires.

Data processing in this research was based on Miles and Huberman's Model which consisted of four stages, they were:

1. Data collection
2. Data reduction
3. Data presentation
4. Drawing conclusion

Checking the validity of the data in this study was employed triangulation of sources and triangulation of data collection techniques. Source triangulation was done by finding data from various sources that are still related to one another. While technical triangulation was done by checking the data to the same source with different techniques. In conducting this triangulation the researchers made interview sheets and conducted interviews with students and teachers. After that, the researchers gave questionnaires to students to determine student responses in the use of Kahoot. In addition, researchers conducted documentation during the learning process in class.

3. Findings and Discussions

The results of students' response on the application of Kahoot during Theme 7 lesson "*Indahnya Keberagaman di Negeriku*" (Unity in Diversity) with sub-theme of lesson 2 of The Diversity of Race and Religion in My Country fourth graders in Kedungkandang 1 Elementary School Malang is presented in the following Table 3.1.

Table 3.1 Students' Response on The Application of Kahoot

No	Aspect	Percentage
1	Expression	70%
2	Interest	31%
3	Active involvement	38%
4	Accessbility	69%
5	Attractiveness	82%

Student responses regarding the learning by using the Kahoot Application at SDN Kedungkandang 1 Malang showed that each indicator that received an answer "strongly agree" was as follows: aspects

of expression at 70%, aspects of interest at 31%, aspects of active involvement at 38%, aspects accessibility by 69%, and attractiveness by 82%.

The results of the questionnaire meant that students' responses to the use of the Kahoot application were very high. This can be seen from the percentage of questionnaires that have been obtained. The high response of students is because the Kahoot application is something new for students. This shows that applications that contain quizz in the form of games can prevent a boredom within students during the completion of quizz.

The first aspect, the aspect of expression, it obtained an average value of 70%. The number indicates that this aspect is categorized as high. The indicators of this aspect were pleasure and attentive in learning the content. The number signifies that the students enjoyed in learning the lesson content by using the application. It is further confirmed that the students were attentive in learning. Learning platform based on game is effective to be applied as a media to motivate students in learning process in classroom. It allows an enjoyable and delightful learning in classroom [5,6].

The second aspect, the aspect of interest, it obtained an average value of 31%. It correlates with students' experiences in attending the lesson. The number indicates that this aspect is categorized as moderate. The obtained number was due to the hindrance that students encountered during the learning process. Thus, when it comes to students' experience, students provided a negative response. One major reason of this issue was because students just knew the Kahoot Application and they were novice users. Learning activity using Kahoot creates a positive effect such as improving concetration, enhancing involvement and learning convenient instead of using conventional learning approach [7]. This application improves learning quality of students and minimizes obstacle during the learning process [8].

The third aspect, the aspect of active involvement, correlates with how students involve in learning and do not feel bored while using the application. It obtained a percentage of 38% and considered as moderate. The percentage signifies that students were actively involved in the learning. However, students also felt bored during the use of the application since they encountered several obastacle when the connection has been lose . Kahoot can be utilized as an ice breaker when the learning is too boring [9]. It can be used further to encourage students' involvement. The research results of Tivaraju that the entire subject were active in attending the learning process using Kahoot. The students enjoyed the learning activities which consequently it improved the language acquisition as the learning goal [10].

The fourth aspect is the aspect of accessbility. It deals with how do students easily access and use the media. It obtained a percentage of 69%. It is categorized as high. The percentage signifies that students found it easy when using Kahoot as learning media. Most students did not find it difficult during the application of Kahoot. Kahoot platform is a simple game which was developed to enable an easy access for the users [11].

The last but not least is the aspect of attractiveness. It deals with the students willingness, attention, and enthusiasm in learning by using Kahoot application. The percentage is 82%. It is considered as very high. It signifes that students are strongly willing, attentive, and enthusiastic on the learning by using Kahoot Application. Furthermore, it encourages students to be high achiever in school. Interestingly, some students tried to access the Kahoot but there was no admin which operated the application. It indicates that the students are strogly interested with the application. Kahoot application is a multiplayer-based game, it allows students to collaborate and compete with different user [12]. It further improves the interest of students in learning.

According to the data above, the highest response is the aspect of attractiveness which obtained the percentage of 82%. It is followed by the aspect of expression which obtained the percentage of 70%, the aspect of accessbility which obtained the percentage of 69%, the aspect of active involvement which obtained the percentage of 38%, and the last is the aspect of interest which obtained the percentage of 31%.

The obstacles found by students are the main reason of the low percentage in the aspect of interest. During the application of Kahoot, students were initially interested in using the application. But, after several errors of server and due to bad connection, it reduced students interest in using the application.

The findings of this research indicate that Kahoot application could stimulate students' involvement in learning through game quizzes. It further enables them to acquare further language effectively. Students can enjoy in learning English using this game quizzes and students expect a further development of game in the future.

According to the obtained data, students' responses regarding the application of Kahoot is moderately. The application of Kahoot provides several benefits to students for instance: stimulate students in remembering the past lesson content, encouraging the passion in learning, reducing boredom and saturation of learning, and enhancing the involvement [13]. Most students also consider that Kahoot allows them to be competitive and achive the best results in learning. The application of Kahoot could improve students interest and motivation in learning English, particularly in learning structure of English. It is in line with findings in this research.

4. Summary and Conclusions

The Positive responses have been given by fourth grade students of Kedungkandang 1 Elementary School in using Kahoot for learning Theme 7 lesson *"Indahnya Keberagaman di Negeriku"* (Unity in Diversity) with sub-theme of lesson 2 of The Diversity of Race and Religion in My Country obtained 70% for the aspect of expression, 31% for the aspect of interest, 38% for the aspect of active involvement, 69% for the accessbility aspect, and 82% for the aspect of attractiveness.

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