
PERCEPTION OF STIE MUHAMMADIYAH JAMBI STUDENTS TOWARD KAHOOT AS MEDIUM FOR LEARNING ENGLISH

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ABSTRAK

Penelitian ini melihat sejauh mana kahoot dapat digunakan dalam memahami bahan ajar sekaligus menganalisis persepsi mahasiswa mengenai kekuatan dan kelemahan media ini ketika dipraktikkan dalam pengajaran sehari-hari. Sasaran penelitian ini adalah mahasiswa tahun pertama STIE Muhammadiyah Jambi. Metode penelitian yang digunakan adalah deskriptif kuantitatif. Data diambil dari observasi, catatan lapangan dan kuesioner yang dianalisis dengan menggunakan analisis data kualitatif. Hasil penelitian menunjukkan bahwa mayoritas responden menyatakan bahwa keunggulan utama Kahoot adalah praktis dan mudah digunakan. Mayoritas responden tidak mengalami hambatan untuk menggunakan aplikasi ini. Manfaat terbesar yang dirasakan responden adalah suasana belajar yang menyenangkan dan hasil yang cukup menunjukkan kemampuan mereka untuk memahami materi. Selain itu, kemampuan dosen sudah memadai dalam penggunaan media pembelajaran. Hal ini dapat dilihat dari tingkat kepuasan peserta terkait kinerja dosen. Sementara kelemahan terbesar dari penggunaan Kahoot adalah kendala teknis terkait jaringan dan tidak ada peluang untuk memperbaiki jawaban

Kata kunci: *Alat Pembelajaran, Persepsi Siswa, Efektifitas Kahoot*

ABSTRACT

This study looks at the extent to which kahoot can be used by STIE Muhammadiyah Jambi students in understanding teaching materials as well as analyzing students' perceptions about the strengths and weaknesses of this media when it is practiced in daily teaching. The target of this research is the first year students of STIE Muhammadiyah Jambi. The research method used is quantitative descriptive. Data was taken from observations, field notes and questionnaires that were analyzed using qualitative data analysis. The results showed that the majority of respondents stated that Kahoot's main advantages were practical and easy to use. The majority of respondents did not experience obstacles to use this application. The biggest benefit felt by respondents is a pleasant learning atmosphere and sufficient results to show their ability to understand the material. In addition, the ability of lecturers is sufficient in the use of learning media. This can be seen from the level of participant satisfaction related to lecturer performance. Meanwhile, the biggest drawback of using Kahoot is network-related technical constraints and there is no opportunity to change answers.

Keywords: *Learning Tool, Students Perceptions, Effectiveness of Kahoot*

INTRODUCTION

Using technology as a learning medium has become part of the teaching and learning process. This technology is integrated in teaching to present material that interests students. One form of presentation is using games. This is in line with research that states that educational games based on student response systems will increase motivation and students' involvement (Prenski, 2001). The adherence of student life to technology requires educators to find innovation in teaching by using technology because students argue that conventional system teaching that only relies on writing on the board and lectures will lead to boredom and the method will be shunned.

The development of technology that produces a variety of devices makes people more familiar with this tool in their daily activities. Devices such as cellphones and laptops are tools that have never been separated from people's life because they are practical and fast to retrieve information. In addition, the device has a personal appearance and menus that are easily accessible. It is in line with what Barrio (2016) states that the use of mobile devices such as mobile phones and laptops and integrating them in teaching materials will increase student interest.

Teaching using media based on Information and Communication Technology (ICT) is one of the ways used by

teachers to deliver material to students. This method has a good impact on both parties because it can be used as a means to increase professionalism (Cheong et al, 2013). Thus the media can be used effectively and efficiently by students and teachers in the teaching and learning process.

Kahoot is one of the web tools used to make quizzes, discussions and surveys in an interesting way. The advantages of this media are that the teacher can include videos, images, and text into it while packaging them into one game that stimulates agility in the atmosphere of competition that will elevate classroom atmosphere. Quoting from the Kahoot Official Website, "Kahoots are best played in group settings, for example, a classroom. The players answer the questions on their own devices, while the games are displayed on a shared screen to unite the lesson. It creates campfire moments, encouraging players to look up and celebrate together. With the form of a game that is considered to bring the classroom atmosphere to life, researchers will see the extent to which participants can make good use of this application and the extent to which the pleasure can help them understand the teaching material. In addition, this study will also look at the extent to which teachers can make effective use of kahoot as a medium that can be used individually and in groups.

Kahoot's strengths include the web tool that allows students to answer quizzes, conduct discussions and surveys by paying attention to various elements such as video, images and text. Then students can access using a variety of different devices such as smartphones, tablets, laptops and other devices easily. The teacher can also add time limits to answer quizzes or surveys that have been given so that not only correct answers are needed but also timeliness is also the main point in answering quizzes or surveys given by the teacher.

This research looks at the extent to which kahoot can be used by students in understanding teaching materials while analyzing the strengths and weaknesses of this media when practiced in daily teaching. The subject of this study is STIE Muhammadiyah Jambi students who learn English in the first and second semester. From the initial observations, English lecturers had used kahoot in their teaching activities. This research method is descriptive quantitative by using observation and questionnaires. The data obtained is analyzed and described to see the advantages and disadvantages of kahoot as a learning media.

As an application that is used to increase the effectiveness of learning through games involving student activity and ease of use, researchers try to answer questions about the use of this application in teaching

English. There are two basic questions that were asked to participants regarding the use of this application. The questions that are trying to be answered in this research are students' perception in the using of Kahoot in English class and their perception on the performance of lecturers in using Kahoot.

Media Learning Based on ICT

As an approach in delivering material that will be taught in class, lecturer should adapt with technology development that become common in students' life. Innovative teaching that integrate technology and ability in teaching is a necessity. The use of ICT offers a wide array choices and innovative ways that is now mostly absent in the traditional classrooms (Bahrudin et al, 2001). Traditional classroom that emphasize in one way approach where students can only listen material without actively involved during the lesson is considered not suitable with today's situation. In line with the development of science and technology especially in the field of education, the use of teaching aids or learning media is now becoming more widespread and interactive, such as computers and the internet.

While ICT-based learning media is a tool used in the learning process by utilizing information technology. In this system the interaction between the teacher and participants

(students) does not have to face each other physically as in the conventional education system, they meet in the information technology space (internet) by utilizing a media called a computer. Thus ICT is a technology that can be relied upon to provide effective and efficient services.

Another function of ICT is the benefit of application on internet that can be used as integral part of teaching. ICT is having revolutionary impact on educational methodology globally (Ololube, 2006). The application that is made by certain people in certain countries can be used by other people in other part of the world since the content itself can be modified to adjust the material given.

According to Ibeh et al (2007) ICT also makes classroom a more inclusive environment because it stimulates interaction and discourage passivity, liberates teaching and learning from the constraints of the linear curriculum and provides a bridge between learning at school and learning outside. Inclusive environment create comfortable atmosphere for students and teachers to collaborate in discussing the topic. The material given in class will be varied and urge students to actively involved during the lesson.

Using Game in Teaching

The learning method used by the teacher will influence student learning outcomes and

the course of learning. Poor learning methods can have an adverse effect on the course of the teaching and learning process. Ahmad Saefudin (2012) states that the method of play as a method used by teachers in presenting lessons by creating a pleasant atmosphere, serious but relaxed by not ignoring the objectives of the lesson to be achieved. The elements of fun through some plays in formal setting such as classroom need to be considered by teacher in order to accomplished their target in learning. Therefore students can get many benefits of learning and they don't feel stressed in doing so. In another research, game method is one method that can be used in explaining mathematical material. This method can help increase student motivation, by the way when students do not seem to concentrate on the lessons explained by the teacher then are transferred to the method of playing with a certain time until they return to concentration (Ali Hamzah and Muhlisrarini, 2014).

In doing the game educational tools are needed so that the game will make the game more interesting. The characteristics of educational tools according to (Mayke S Tedjasaputra, 2007) are as follows. Firstly, it can be used in various ways, so that it can achieve a variety of goals and benefits. Secondly, it serves to develop various aspects of the development of intelligence and motor children. Thirdly, it makes

children actively involved, and fourthly, it is constructive.

Kahoot

Kahoot is one of the web tools for interesting quizzes, discussions and surveys. In education, Kahoot can be used in classrooms to make learning more interesting and fun. Kahoot provides a learning situation that is suitable for combining inquiry and game based learning. This use of Kahoot is very suitable also combined with learning in the current curriculum.

Official Website Kahoot explain that Kahoot is an educational website that was initially initiated by Johan Brand, Jamie Brooker and Morten Versvik in a joint project with Norwegian University of Technology and Science in March 2013. In September 2013 Kahoot was opened publicly. One year after launch, Kahoot already has more than 1.5 million registered teachers and 49 million registered learners to play this game.

"Kahoot!" has two different website addresses, namely <https://kahoot.com/> for instructors and <https://kahoot.it/> for learners. "Kahoot!" Can be accessed and used for free, including all the features in it. The "Kahoot!" Platform can be used for several forms of assessment including online quizzes, surveys and discussions where all three have various ways to play. An internet connection is required to be able to play this game.

Kahoot can be played individually or in a team. Participant can access the questions in the screen then choose the answer on their phone screen. When it is played individually, participant immediately choose the answer within time provided while in team mode, participants have time to discuss the answer with their partner before choosing the answer.

METHOD OF THE RESEARCH

Based on the focus of the study and the purpose of the study entitled the perception of STIE Muhammadiyah Jambi students on the effectiveness of kahoot in teaching and learning activities, researcher uses descriptive quantitative methods in this study. Gay (2000) states that descriptive quantitative research involves collecting numerical data to test hypotheses or answer questions concerning current status conducted either through self-reports collected through questionnaires or interviews or through observation.

In this study, researchers used information extraction techniques from the first year STIE Muhammadiyah Jambi students. In this study the researchers took a sample of 100 students who were selected using stratified random sampling technique. This research was conducted on March 1st until May 30th in their second semester. Based on the initial observation, students have already known and used Kahoot in English lesson

since first semester. The lecturers use this media as integral part of learning activity.

There were two types of data that were collected in this research. Quantitative data is taken from questionnaire while qualitative data is taken from observation and field note. A self-designed questionnaire was used to collect data for the study. List of questions was used by the researcher as instrument to collect quantitative data.

Data from questionnaires in the study is used to know students perception toward effectiveness of kahoot and how it is used by lecturer. Observation was conducted to know the real activities in class while using the platform.

FINDINGS AND DISCUSSION

From observations and questionnaires submitted to 100 respondents, there were some questions asked which were broadly divided into two categories, namely student's perceptions of Kahoot as teaching media and their level of satisfaction with lecturer's performance in using Kahoot. The answers from the respondents were analyzed as follows.

Table 1 Students' perception toward Kahoot

No	Item	Frequent	Percentage
1	Using kahoot for the first time in college	100	100%

2	Kahoot is easy to use with simple design	93	93%
3	Kahoot help students to understand English material given	83	83%
4	Practicality in using kahoot	51	51%
5	Kahoot shows students ability	60	60%
6	Network problem in using kahoot	88	88%
7	No chance to change answer	12	12%
8	Lecturer using kahoot as medium of teaching	87	87%
9	Students want lecturer to use kahoot in every meeting	50	50%
10	Students satisfied with lecturer performance in using kahoot	90	90%

100 percent of respondents stated that they knew Kahoot since starting the lecture at STIE Muhammadiyah Jambi. In particular, ten participant (10%) stated that they used the application for the first time during the orientation process for new students. Meanwhile 90% of respondents stated that they used Kahoot when studying English in lectures. This data shows that the use of Kahoot as a supporting teaching media is a new thing that respondents undergo that they have never experienced before in school or in other activities. This shows that Kahoot's popularity is still limited and has not spread widely in other education fields. One of the causes observed by the author is the limitation of the use of smart phone when at school so that the teacher cannot use this teaching media. Whether school teachers

recognize this method still needs further research.

Kahoot requires users to have a device to access the application. From the observations obtained data that this does not complicate participants because all students have a smartphone. The type of smartphone and its specifications are not a problem in using kahoot as long as participants can connect to the internet. This makes it easier for participants to use it.

One of the facilities owned by kahoot is ease of use and simplicity of appearance. Users only need to know the method of choosing an answer that is represented by a symbol and the time limit in answering the question. From the observations made, the explanation given by the lecturer on how to choose an answer is only given once and participants can easily understand how to use it.

Based on the 100 questionnaires obtained from the questionnaire, 93% of respondents said that Kahoot was very easy to use and they understood the rules given in terms of choosing answers and ratings. Meanwhile there were 7 respondents (7%) who stated that Kahoot was not too easy to use. It can be concluded that the ease of use of kahoot can be felt by the majority of respondents. It doesn't take much time to understand the rules of the game given by Kahoot after the participants practiced their use. By looking at sample questions and how to

choose answers based on the guidance of the lecturer when participants first used Kahoot, participants already understood how to use and the scoring system so that the next opportunity they did not need a lot of guidance to access the application.

As a media that is expected to be able to help learners to improve competence while understanding teaching material easily and pleasantly because it is given through the game method, Kahoot has several advantages that can be felt by its users. From the questions asked about whether respondents felt the benefits provided by Kahoot, 17 respondents (17%) stated that Kahoot did not really help them in understanding the topic given. while 83% respondents stated that this application really helped them in understanding the topics given by the lecturers. This data shows that the majority of respondents feel the positive benefits of this application in understanding English.

When writer explored more deeply about what are the main advantages of kahoot, practicality and simple use are the reasons stated by 51 respondents (51%) which made them feel the greatest benefit from Kahoot. The use of gadgets (mobile phones) in the work which is something that cannot be separated from people at this time is one of the factors that makes Kahoot feel familiar to its users. By no longer using conventional media such as

paper to answer questions, this application is felt to be far more practical and faster for its users. The speed of accessing questions and knowing the results of the answers given is a form of effectiveness that Kahoot can provide as a teaching medium.

In addition, a number of respondents also stated that the pleasant classroom atmosphere that arises when students interact in a time-limited game of speed and precision is also the advantage possessed by this application so that they are more eager to carry out learning activities (27%). The excitement and method of play provided by Kahoot really helps users to enjoy the process of giving material and practice questions in a way that enlivens the atmosphere in the classroom because students can feel the sensation of waiting for the correct answer or whether they become the answer leaders rank in each round.

The method of using anonymous identity is one of the facilities owned by kahoot, 60 respondents (60%) stated that they used this facility when participating in the game. The reason is as a form of pleasure to create unique names that will appear on the screen. This is a form of joy offered by kahoot to its users who can also demonstrate the naming creativity that students make. Meanwhile there were 40 percent of respondents who stated that they did not use anonymous facilities and preferred to use real names

in the game. The reason is to make it easy for lecturers to monitor who successfully answers the questions correctly. In practice, when unique names appear on the screen, especially when announcing the winner of the game, the lecturer will ask who the owner of the unique name is, the concern that the lecturer cannot identify the name can be removed.

The use of kahoot as a medium to measure students' abilities and understanding of the topics given is believed by 60 respondents (60%) as a fairly effective way to find out whether they master the topic given or not. The method given by the lecturer is to give a quiz through kahoot after the main material is explained conventionally on the board or the use of textbooks. After the main material is taught, the competency of students on the material is tested through a quiz via Kahoot. The majority of respondents stated that the results they got through the ratings given at the end of the game showed real results because the speed of thinking and the accuracy of choosing answers was the process they had to go through before getting a score.

There are interesting results shown by 40 percent of respondents stating that the results they get do not always show actual results because there are luck factors there because only by trying to choose the answers that they have can they get a value even though they

do not fully understand the problem. This value, although not the majority, shows one of Kahoot's shortcomings felt by students.

The data obtained by the author shows, in addition to various advantages possessed, there is also a note about the shortcomings that Kahoot has as a teaching medium perceived by participants. 88 respondents (88%) stated that the main problem and the biggest disadvantage in using kahoot was the stability of the internet network on their cellphones. This is indeed the biggest record and the biggest obstacle in using kahoot is because even though almost all students have mobile phones as the main access to using kahoot, the cellular network they have is very varied and have different connectivity too. The need to use the internet to access this application is also an obstacle for students who are not having the data stated by 7 respondents (7%).

Some of the other disadvantages felt by respondents lie in the technical implementation of the game such as limited time, the display of questions on the projector screen and the error of choosing answers that cannot be fixed. Five respondents (5%) complained about the method of selecting answers that did not give them the opportunity to correct mistakes in typing choices.

87 respondents stated that the lecturer used Kahoot as part

of the English teaching given. Kahoot is used in the form of different activities such as the introduction of material, quizzes, or just an ice-breaking game. The forms of this activity are not always carried out by lecturers at each meeting even though 50 respondents (50%) chose to use kahoot as often as possible in each teaching. A pleasant classroom atmosphere is the main reason why respondents expect that the use of Kahoot is done as often as possible. Nevertheless 13 respondents (13%) stated that Kahoot should be used in accordance with its functions and depending on the material owned by the lecturer so that teaching with conventional methods could still be done to explore the material.

Related to the question of whether English lecturers at STIE Muhammadiyah jambi were able to utilize Kahoot well 90% of respondents stated very high satisfaction regarding the performance of lecturers in utilizing this application as a learning support media. 10 percent of respondents (10 people) showed moderate levels of satisfaction by stating that the ability of lecturers to use Kahoot as an English language teaching media was in appreciable assessment. This satisfaction is also related to the ability of lecturers to manage the classroom atmosphere when Kahoot is used. In its implementation, Kahoot tends to make the class boisterous because of the emotional

outbursts shown by the participants. The ability of lecturers to manage classes while providing material is one of the benchmarks for assessing the ability of lecturers to use this application. In addition to the form of questions that are easily digested and related to the material taught before, the ability to elaborate on a topic related to the question given is also an assessment by the respondent

CONCLUSION

From the research conducted there are several conclusions obtained. The majority of respondents agree that kahoot is pleasant application for respondents because its ease of use and the inherent nature of the respondents' daily lives. In addition, the ease of understanding how to use makes participants not need a long time to get used to using this application.

The second advantage possessed by Kahoot is that it is pleasant in nature and at the same time able to evaluate participants' abilities regarding the material being taught. Learning like this makes participants feel excited because the way lecturers giving their material is done through games so that the learning process does not become monotonous.

Meanwhile, the disadvantages of this application are that it must be connected to the internet network so that it often provides an obstacle for

participants to follow it when there is network instability. The next drawback is an irreparable error if the participant chooses the wrong answer while it still exists.

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