

## **Implementation Kahoot as a Learning Evaluation Medium in Increasing Interest dan Motivation Mathematics Learning at elementary School 02 Rowoyoso.**

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### ***Abstrasc***

*This research is motivated by technological advances in assisting learning activities through to the evaluation process. The evaluation or assessment process which usually uses paper sheets is considered to be ineffective and less innovative. Therefore, teachers try to use the Kahoot application media to make learning and assessment activities more varied and interesting. The purpose of this research is to determine the implementation of the Kahoot application as a means of evaluating learning. This research use descriptive qualitative research methods by collecting data through interviews, observation, and documentation. The result of the research show that the Kahoot application is easy to apply and is able to make students more enthusiastic and interested in working on the question given by the teachers.*

**Keywords:** *Media, Evaluation, Kahoot.*

### **A. INTRODUCTION**

Today's technology is very rapidly developing. The development of technology certainly facilitates a lot of work done by humans, one of which is in the field of education. Progress and technological development is certainly something that we cannot avoid, this is because technological progress and development is evidence of the development of science. Technology is changing education in Indonesia in significant ways, both in terms of accessibility and quality of learning (Hidayatullah et al., 2023). Technology helps humans in creating an innovation that is able to ease and streamline human work (Maritsa et al., 2021).

Based on a methodological perspective, technology used for the learning process usually makes the learning atmosphere more pleasant and can be more easily accepted by students. So it does not deny that technology is very helpful for

educational activities, especially in the learning process (Salsabila et al., 2023). The use of the results of technological developments in the learning process can be in the form of utilization as a medium in delivering material and even as an evaluation medium. In its use as an evaluation medium, the function of sheets of paper that have been used as media in providing evaluation questions is replaced by the presence of various applications that facilitate and practice evaluation activities. One online application that can be used as a learning evaluation medium is the application *Kahoot*.

*Kahoot* is an application in the form of a game that can usually be filled with learning questions. *Kahoot* Usually used to make quizzes, discussions, or surveys more interesting. As for some advantages *Kahoot* Among them: (1) Answer choices in *Kahoot* Represented in the form of interesting and colorful colors and images, (2) can train students to think quickly and precisely because they have a lot of time to do each question, (3) display the fastest and most appropriate question answerer on each question that has been answered, (4) each score question can be seen directly on the menu "*reports*" making it easier for teachers to analyze student grades (Daryanes & Ririen, 2020). According to Sutirna's research, *Kahoot* can make the learning atmosphere more interesting and student learning motivation increases (Sutirna, 2018). In addition, on Kocakoyun's research, *Kahoot* Become the most popular application to be used as a learning medium (Bayram, 2021). As well as on Irwan's research, *Kahoot* Become an Alternative Innovative Evaluation Media in Schools (Irwan et al., 2019).

In connection with taking advantage of products resulting from technological developments, this article presents the application or implementation of the *Kahoot application*. Through the *Kahoot* application, of course, it is proof that teachers dare to try and try to create a new atmosphere in the learning process, so that the impression of monotony and lack of innovation gradually decreases. In addition, the use of *the Kahoot* application is also considered and adjusted to the needs and hobbies of elementary school students who still like things that smell of games and competencies. Thus, this article becomes important and useful as a

view in using and utilizing *the Kahoot* application as an innovative alternative to fun evaluation media.

## **B. METHOD**

### **Research Design**

This research uses a qualitative approach, while the type of method used is field research. This research reveals how to implement *Kahoot* interactive evaluation media at SDN 02 Rowoyoso. This research will be carried out on April 30, 2024 at SDN 02 Rowoyoso.

### **Participants**

The subjects in this study were grade II students of SDN 02 Rowoyoso, while the source of data in this study was answers to interview questions with homeroom teachers and grade II students of SDN 02 Rowoyoso.

### **Research Steps**

#### 1. Pre Field Stage

This stage is the stage that researchers go through before collecting data from the field. The pre-field stage begins with exploring the field, determining the focus of the problem to be researched, managing permits, checking the field, selecting and utilizing information, preparing research equipment, and understanding research ethics.

#### 2. Stages of Field Research

This stage is the stage where researchers conduct research directly in the field. At this stage researchers collect the data needed through interviews, observations, and documentation. As for collecting the data needed in the study, researchers prepare interview sheets, cameras, and sound recording devices.

### **Data Collection Techniques**

Data collection in this study used 3 techniques, namely interviews, observation, and documentation. The interview was addressed to the main informant sources, namely grade II teachers and grade II students to obtain data on how to implement the *Kahoot application*. Observation is done by observing learning activities and

evaluation in class when using *Kahoot*. While documentation is done to photograph supporting images that can clarify the information collected.

### **Data Analysis Techniques**

Data analysis techniques in this study are data reduction, data presentation, and making conclusions. The rough data obtained will be processed into finer data to be conveyed, then the data will be developed in narrative form, then the data will be drawn conclusions to explain the information found.

## **C. DISCUSSION**

### **1. Kahoot Learning Evaluation Media**

After carrying out a learning process, usually a teacher will carry out assessment activities to measure the extent of students' understanding of the material provided. We usually call this assessment by the term evaluation. Evaluation activities serve to reflect on the entire learning process which is closely related to the learning outcomes of a student. Evaluation activities are also a form of indicator in measuring the professionalism of an educator. To conduct an evaluation, a teacher certainly needs media so that the evaluation can be carried out.

Media is a tool or path that can be used to achieve the goals we want to achieve. Learning evaluation media means tools that can be used to measure learning success based on criteria or learning objectives that have been previously set. To determine the learning evaluation media to be used, there are several principles that must be considered by a teacher, including: (1) learning evaluation media must be able to improve communication between teachers and students, (2) evaluation media must have indicators of truth and accuracy of content with learning aspects, (3) the selected learning evaluation media must meet the criteria of convenience, both in ease if moved, suitability with the facilities owned, and safe if used, (4) the selected evaluation media must be adjusted to the needs and circumstances of students (Warsita, 2019).

One of the evaluation media that is widely used by teachers is the application *Kahoot*. *Kahoot* is one of the media that can be used for interaction media

between teachers and students. Application *Kahoot* Can be used for free even without having to be downloaded first. Form of application *Kahoot* is a quiz *Online* which is game-based because it contains elements of competition and competition where the results of the points can be directly seen on the classroom screen so that it can be used as a medium to measure student learning outcomes. *Kahoot* Can be accessed with Android, computer, laptop, or tablet (Lestari et al., 2021).

## **2. Implementation of *Kahoot* as a Learning Evaluation Media at SDN 02 Rowoyoso**

As explained earlier, *Kahoot* is a game-based online platform used to create quizzes or simple games. *Kahoot* has a social learning design display that allows us to learn together with the help of screens, projectors, computer monitors or device screens. Even though it's based on a simple game, it turns out that *kahoot* is very fun.

Learners who play *Kahoot* Later they can see the questions displayed on the screen, then they will be given time to answer the questions. Wrong or correct answer chosen, later will be directly displayed on the screen. Each answer selected has points that can be seen directly at the end of the question session. Usually *Kahoot* also displays 5 highest point positions of participants who play *Kahoot* and at the end of the game will display the order of the top 3 points (Seftiani, 2019). When viewed from the level of interactivity, *Kahoot* It is suitable to be used as a medium for evaluating learning in all subjects, including mathematics. Learning mathematics that has had the impression of difficult, confusing, and monotonous is considered to be more fun if carried out on a game basis, one of which is by using applications *Kahoot*.

To access *Kahoot*, there are several steps that can be done are as follows:

- 1.) Teachers access *Kahoot* through the web [www.kahoot.com](http://www.kahoot.com) to log in to the app. Teachers can directly log in through a *google* account or create an account first (if they don't have an account).

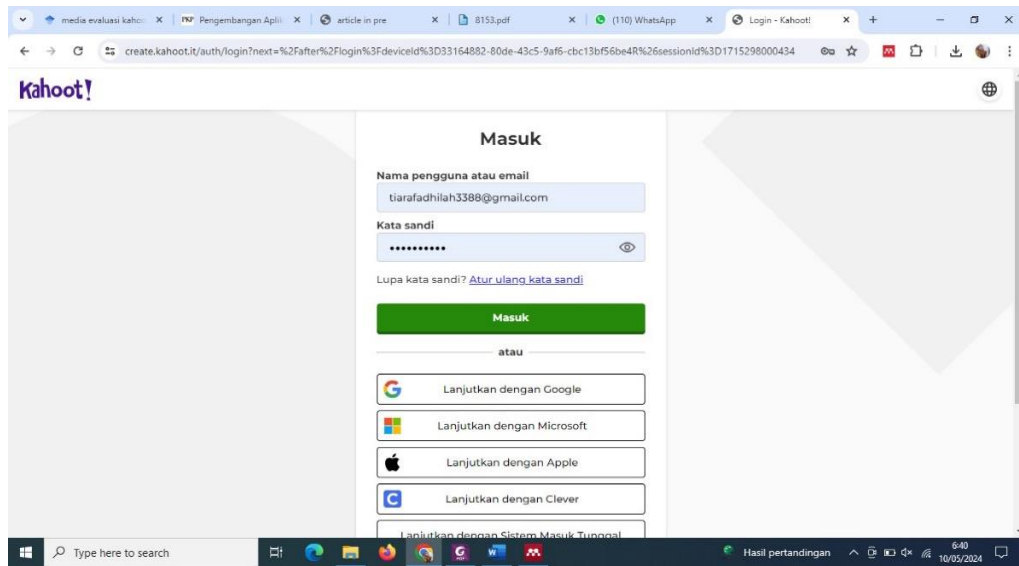


Figure 1. Start screen when logging in to the Kahoot app

2.) After successfully logging in, the teacher will enter the home view. If you don't have any questions, then the teacher can make several questions by clicking *the create new icon*.

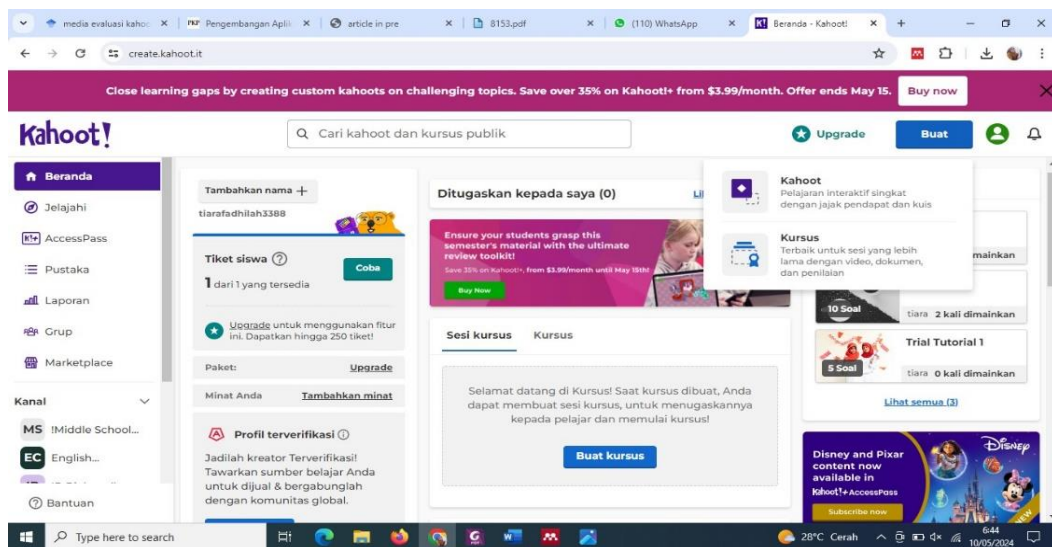


Figure 2. Home view when successfully logged in to Kahoot

3.) After several questions are made, the teacher can start *the game* by choosing one of the types of *games* you want, how to do it can also be chosen

whether you want to play it directly or assigned. Teachers can also choose whether the game will be played individually or in groups.

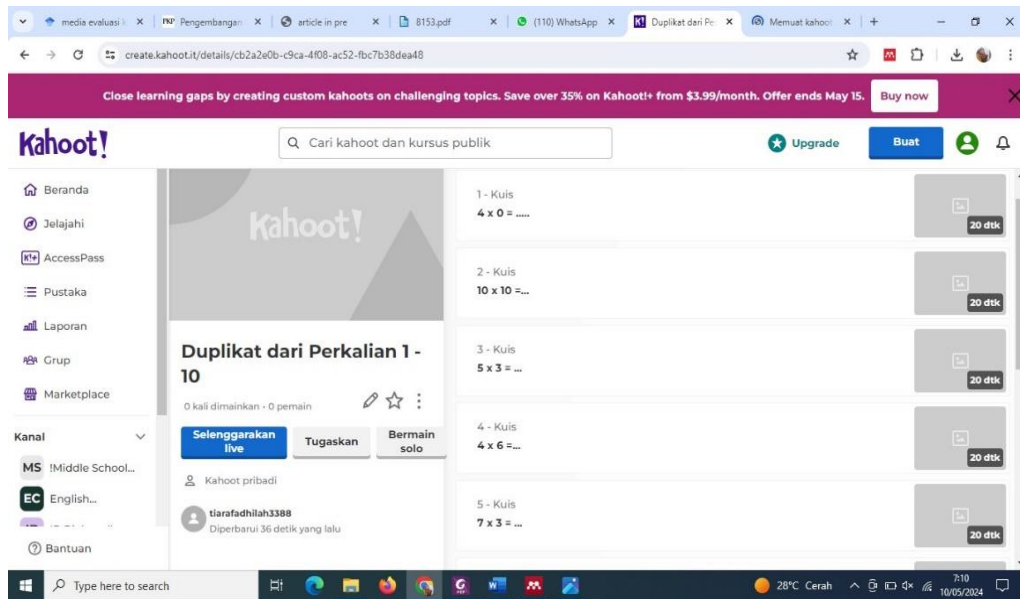


Figure 3. Display of *the selection of games* that will be played

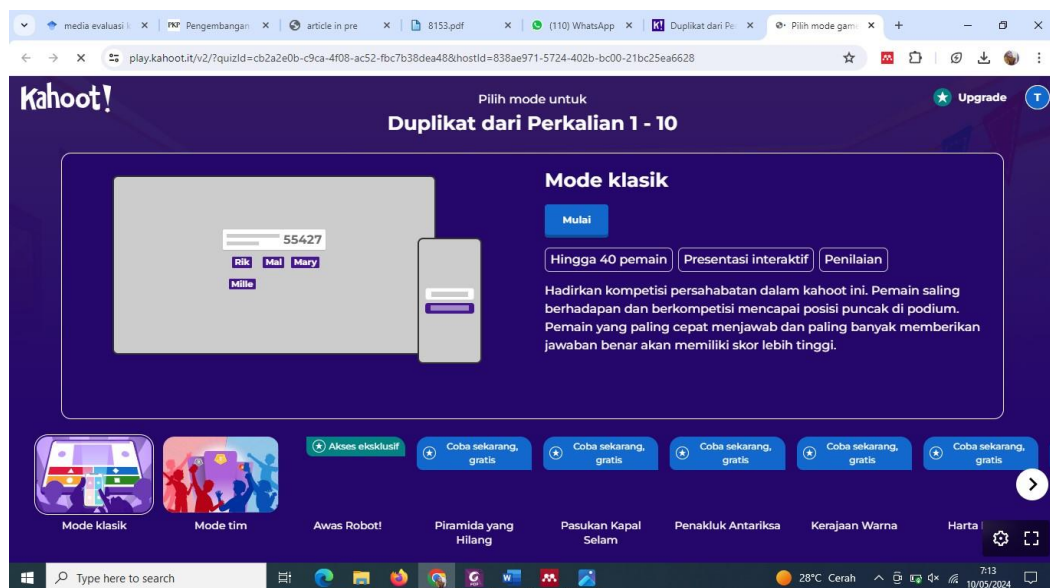


Figure 4. Display the selection of games will be played individually or in groups

4.) After selecting the *game*, a pin will appear. Students can access the kahoot.it then enter the pin to connect to the *game*.

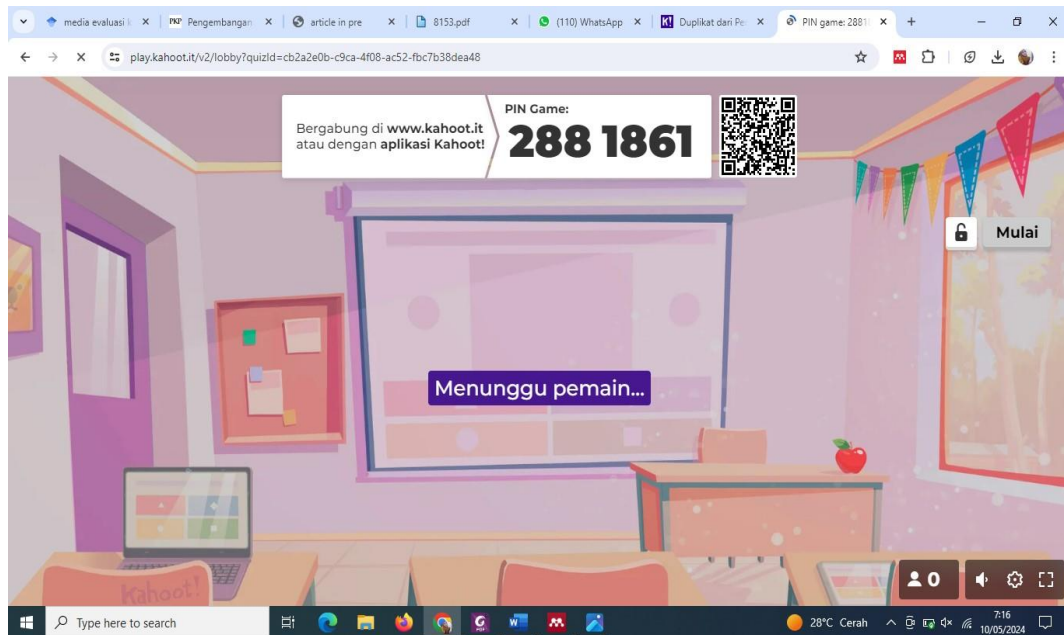


Figure 5. Pin view

5.) After connecting, a question will appear on the teacher's screen.

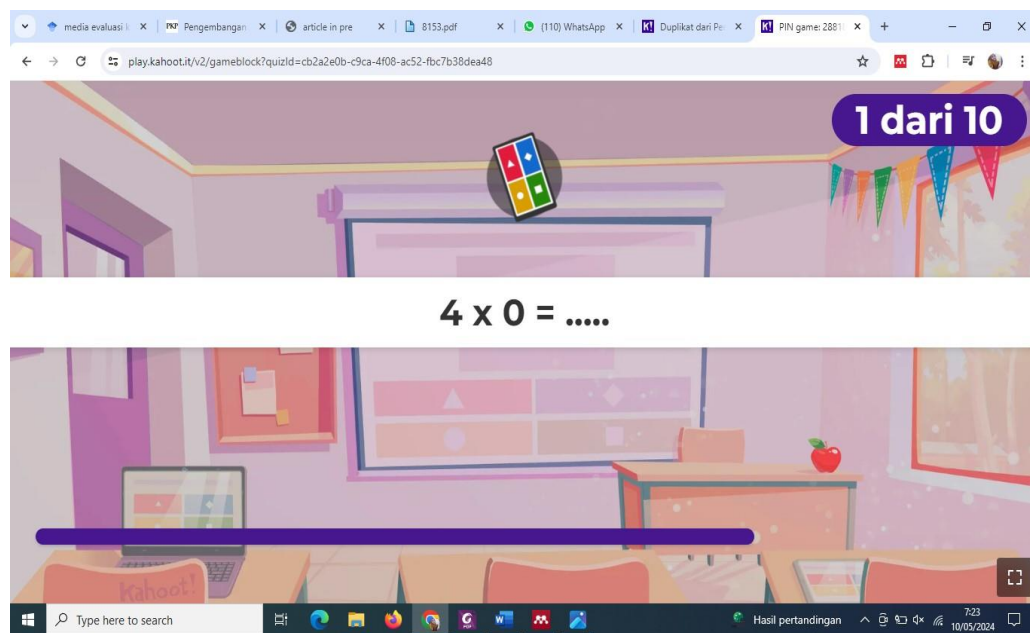


Figure 6. Question display on the teacher's screen

6.) Students can start to answer the available questions by choosing one of the colors (answer choices) displayed on the device screen.



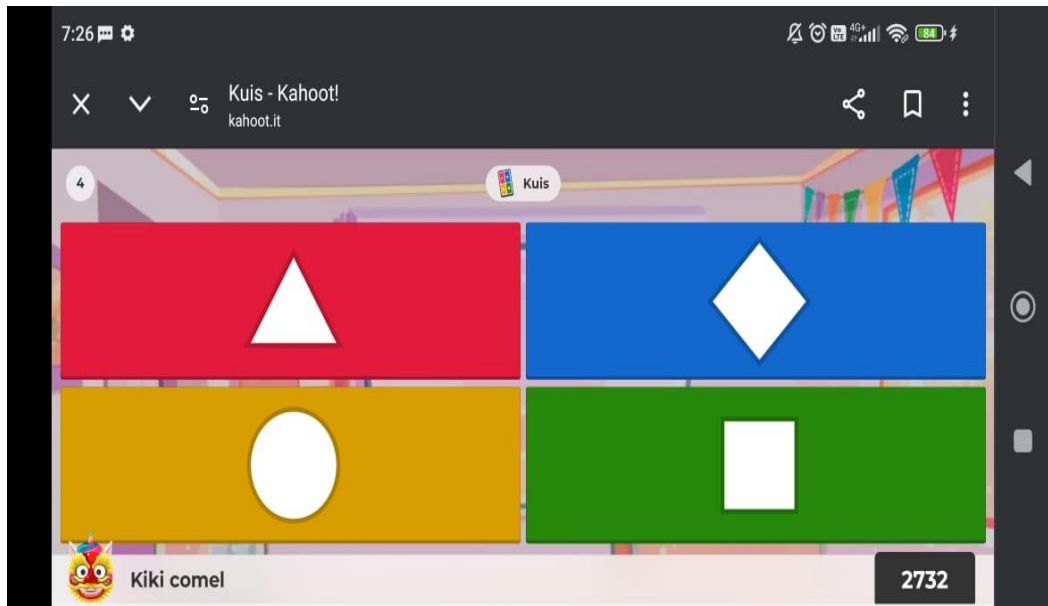


Figure 7. Display of answer choices on students' devices

7.) After students answer the question, the answer score will appear.

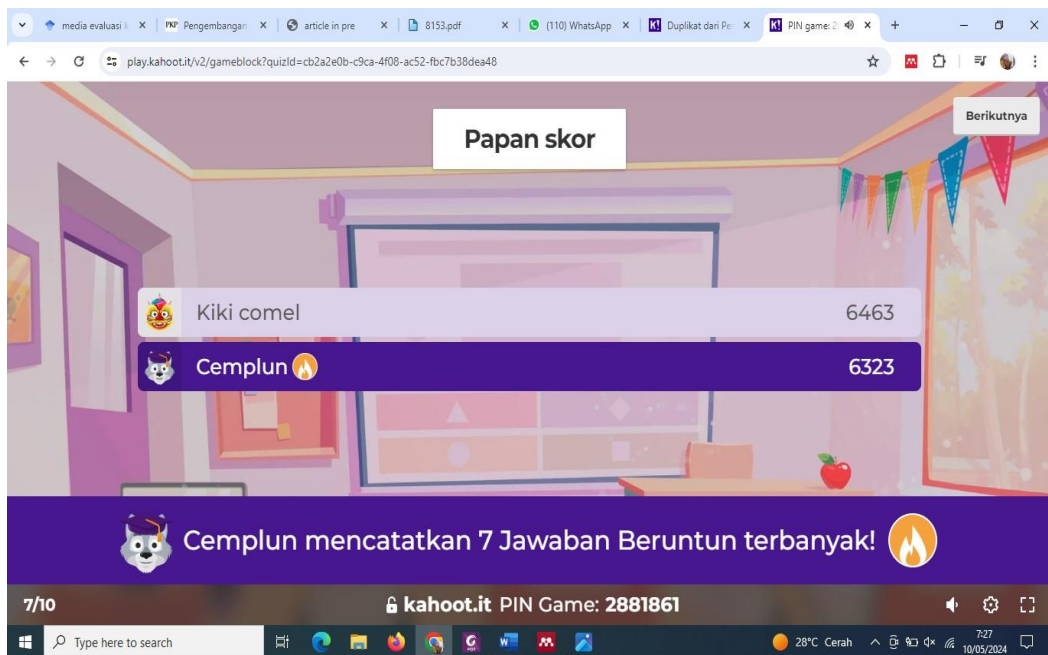


Figure 8. Answer result score display

8.) After the *game* is finished playing, the highest score winner will appear.

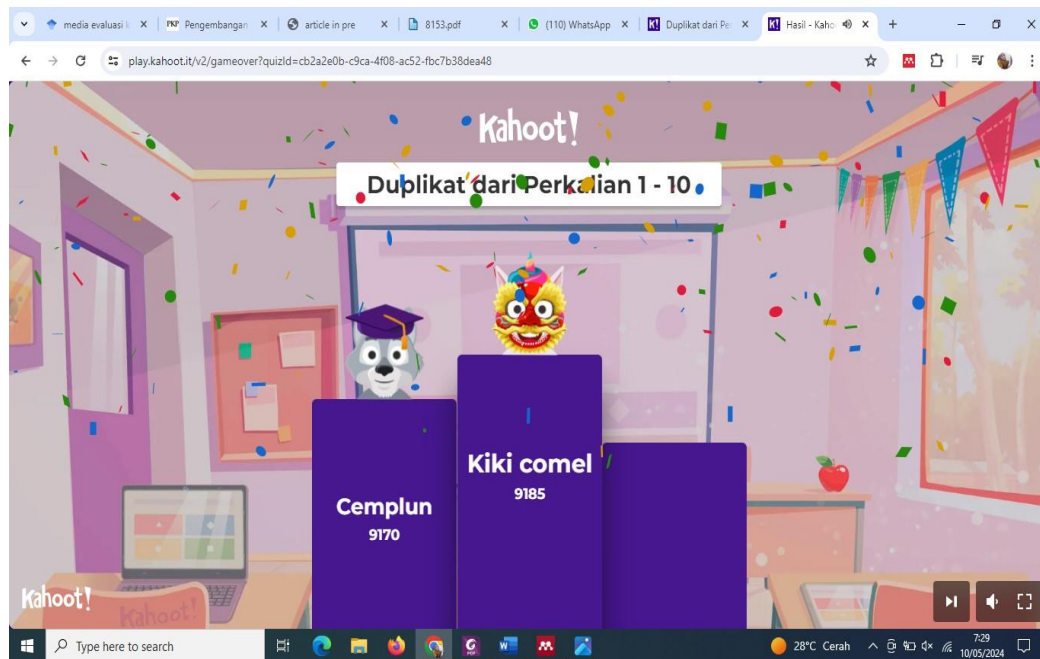


Figure 9. Top scorer view

9.) Educators can record the name of the highest scorer and then be given a *reward*.

### 3. Obstacles in Implementing the *Kahoot* Application as a Learning Evaluation Media at SDN 02 Rowoyoso

Obstacles are something that hinders, interferes, and hinders humans or individuals from achieving the goals to be achieved. When conducting learning evaluations using the *Kahoot* application, there are also several obstacles experienced. One of the obstacles experienced is network constraints to access *Kahoot*. The uneven condition of the *wifi* network at SDN 02 Rowoyoso makes access to the *Kahoot* application disrupted, as a result of which the time used during evaluation becomes less efficient.

In addition to being constrained by uneven *wifi* networks, another obstacle experienced is the lack of control of class conditions. Regulations at SDN 02 Rowoyoso do not allow students to bring gadgets or *androids* to school. As a result, when carrying out learning evaluations with the *Kahoot* application, the

facilities used were limited because they only used 2 *mobile phones* and 1 laptop owned by the teacher. In addition, the enthusiasm of students when doing questions is also a trigger for the lack of class conduciveness because students shout a lot and are excited. This is the reason for the lack of control of the conducive atmosphere in the classroom when evaluating learning with the *Kahoot application*.

#### **D. CONCLUSION**

Based on research that has been conducted in the use of *the Kahoot* application as a learning evaluation medium at SDN 02 Rowoyoso, the *Kahoot* application can be said to have succeeded in bringing new colors to the learning process carried out. This is characterized by the ease felt and explained by students and teachers in using the application. The ease felt by teachers in utilizing the *kahoot* application is explained in the ease of making questions and answer options, while from students the ease felt when using the *kahoot* application is the ease of doing the questions given by the teacher by simply pressing one of the correct answer *icons*. In addition, through the *kahoot* application students claimed to be more excited and interested in doing the questions given by the teacher because they felt more challenged and engrossed in doing questions such as playing games or competing as well as the appearance of the *kahoot* application which was colorful and had a sound so that it was interesting and fun. Some of the obstacles include limited facilities in schools and network disruptions. In addition, due to the fun of students using the *kahoot* application, it causes the classroom atmosphere to be less conducive and controlled, but the obstacles mentioned can still be overcome properly.

#### **Acknowledgments**

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### **Conflict of Interest**

This research is very important because it is to review and reveal the implementation of the use of *the kahoot application* as an evaluation medium. In addition, it can also be a reference or input for teachers in other schools to take advantage of products and technological developments in carrying out a more innovative and interesting learning process.

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