



TEACHER' PERSPECTIVE USING KAHOOT AS TEACHING AND LEARNING MEDIA TO ENHANCE STUDENT COMPREHENSION AT SMP 1 KONawe

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ABSTRACT

The use of technology is one of assistance to support the learning process and one of an innovation in integrating technology and information in learning activities. One innovation that is very helpful is the use of technology-based learning media in the education sector, called Kahoot media, which is a game-based application. Based on the facts, Kahoot media is still familiar to teachers and students as a learning medium. The objective of the research is to provide training and transfer-knowledge related to teaching strategies in improving students' abilities in order to firm and extent autonomy learner and active learning. Case study research was applied as the research method of this study were the questionnaire and observation were used as instrument of this study. The researcher focuses on using descriptive analysis. The results of this study assist teachers to develop skills in using learning media, to develop teacher professional development and to assist students to improve critical thinking skills and the ability to understand the subjects at school.

Keywords: *Kahoot, teaching and learning media, interactive teaching and learning, students' comprehension*

1. INTRODUCTION

1.1. Introduction

Technology diffusion in teaching and learning at school should be implemented with improving process dynamic in teaching and learning process in order to gain the goals of 21st era education currently. One of the diffusions is by preparing teacher aids. Teaching aids help students understand abstract topics and boost their classroom involvement and participation. Teaching aids improve language acquisition by bringing the actual world into the classroom. However, a teacher's central problem is creating a teaching aid for current students. Although there are several digital games used in online classrooms, one of them called Kahoot! is believed to be the one that teachers utilize the most frequently worldwide.

Licorish et. al., (2017) state that the use of Kahoot! as one of the teaching and learning media boost the attention and gave a positive focus in the class. Hence, Kahoot! Expend more a unique experience for students and stimulate the student to learn more.



Atherton, P. (2018) found in his early research that using the Kahoot! application to improve learning in the classroom is more beneficial than using any other media since it is more practical, enjoyable, and engaging. Additionally, educational games like Kahoot! enable kids to learn on their own and foster healthy competition in the classroom. In a number of situations, this programme can also be used by students to assess their learning and comprehension of a particular study subject. According to Chumairok & Ardiyani, D. K. (2020) Kahoot! is the most widely used application when compared to other game-based learning tools because it has more than 70 million active users worldwide.

In this study, the research would focus on Teacher' Perspective Using Kahoot. The dilemma of using technology in teaching and learning currently is most of student have not yet using their smartphone wisely in teaching and learning process such as they search social media mostly. Otherwise, other research state that smartphone expand the positive potential in teaching and learning (Yew, K. K. W., & Tan, K. H.,2020) which can develop the ability of thinking, the skill and the ability to use the technology (HY, Mclean.,2024). Hence, the researcher would figure out how teacher' preceptive and readiness in using one of the aids of teaching and learning.

Kahoot! Is one of the teaching and learning media that usually use for ice breaking section with applying a quiz. Kahoot! Can be used with internet connected and some supporting media such as computer / laptop/ smartphone. Kahoot! Also be used for personal or for team work.

The use of Kahoot! By teacher not only focus on delivering subject through traditional teaching but also give student experience in exploring, involving the student in order to achieve the goals of education (Hy, Mclean, 2021). In this case, Kahoot can create a positive teaching and learning environment with the Fitur inside the application. Based on the research evidence and theoretical support on using Kahoot, the research focus on investigating the perspective and readiness of teacher.

However, even though learning using Kahoot technology has often been implemented in schools, there are still not optimal results for other subject teachers in teaching. This becomes a tough task for teachers to find out or analyse the causes of suboptimal results in learning using the help of the Kahoot application. When a teacher has implemented learning well but the results are not optimal, it is necessary to evaluate



the implementation of learning carried out by the teacher concerned. Therefore, the present aimed to analyse the use of Kahoot as well as investigated teacher' perspective and readiness towards the implemented of Kahoot in learning context. The teachers' perception is also important to be investigated in order to reveal the experiences in using *Kahoot* and its effects on the students and the learning process in general. The novelty of this study lies in the use of interactive technology since no study has been conducted to improve teachers' readiness and perspective to apply technology-based learning through that training.

1.2. Research questions

The research sought to answer the following question “what are the teacher' perspective using Kahoot as Teaching and learning media to enhance student comprehension at SMP 1 Konawe”.

2. METHOD

2.1. Research Design

This study was a qualitative study, it is conducted to understand a social or human problem by building a complex and detailed views of the problems that is conducted in a natural setting (Creswell, 2012). This research use case study design. It was conducted at SMP 1 Konawe. That school is one of a public school, which is located in Tawanga, Konawe, South East of Sulawesi. The school was chosen to be the setting of the study since the results of the pre-observation show that the school uses *Kahoot* for the learning process, which involved young learners.

2.2. Samples/Participants

The participants of the study were some teachers. The subject was selected by using a purposive sampling technique. In order to analyse and measure teacher's perception towards the implementation of *Kahoot* for young learners, The teacher was given a questionnaire and observed by the researcher in the process of learning.

2.3. Instruments

a. Observation sheet



Observation was used to gain an understanding about phenomenon being studied, which in this case was the implementation of *Kahoot*. The learning process was assessed using an observation sheet to view and observe the activities of teachers and students during the implementation of the learning process using the learning media Games Kahoot.

b. The questionnaire

The questionnaire contains a list leading questions teachers' perception of Kahoot media. Questionnaire submitted to respondent contains 15 questions. A close-ended questionnaire (yes/no) is used to examine the result of teacher' perspective of using Kahoot in the class.

2.4. Data analysis

The research use Descriptive analysis aims to describe the teacher' perspective of the use Kahoot as learning media and the learning outcomes of students. Data on student learning outcomes were obtained from observation and questionnaire.

3.FINDINGS AND DISCUSSION

The results of this research are explained through a discussion of perception indicators obtained from the questionnaire results and supported by observation about the using Kahoot data which are explained as follows:

Table 4.1 Questionnaire Of Teacher' Perspective Using Kahoot

No	Items	Respondent				Total	Percentage (%)
		1	2	3	4		
1	I can communicate and work together with other team members when using Kahoot! team function.	1	1	1	1	4	100%
2	When I can design questions and response combinations using the Kahoot! template and include graphics, I learn languages more effectively.	1	0	1	0	2	50%
3	The Kahoot! linguistic question packages I have access to have improved my language study.	0	1	0	0	1	25%
4	I would like that my instructor uses Kahoot! at least 2 times a week.	1	1	1	0	3	75%
5	By engaging on some duties, instructors may utilize Kahoot! To make better use of classroom time and	1	1	1	1	4	100%



	assist students in becoming more independent.						
6	Kahoot! is a fun tool for learning	1	0	1	1	3	75%
7	I have a good attitude about my studies when I play Kahoot! games.	1	0	1	0	2	50%
8	The Kahoot! program, in my opinion, enhances learning.	0	1	1	0	2	50%
9	Whenever I play the Kahoot! game and keep competing with my colleagues to earn better scores, I feel motivated.	1	1	1	1	4	100%
10	The Kahoot! program has question collections that are relevant to teaching.	1	1	1	1	4	100%
11	Students can find out regarding their areas of abilities and flaws that require attention.	1	0	1	1	3	75%
12	The pupils' learning may be evaluated in a fun and less demanding manner by using Kahoot!	1	1	1	1	4	100%
13	Kahoot! is a cutting-edge tool made to get interested in studying.	1	1	1	1	4	100%
14	Kahoot! fosters a setting where learners may actively participate in the education process and sustain their desire to learn.	1	0	1	1	3	75%
15	Kahoot! is appealing, amusing, and can help with focus.	1	1	1	1	4	100%

Most respondents agreed that instructors may utilize Kahoot! to make better use of classroom time and assist students in becoming more independent with a score 100%. The teacher and students rated the use of Kahoot! highly in terms of attractiveness, novelty, stimulation, dependence, efficiency, and perspicuity. Teacher satisfaction is also an increasing concern and is derived from the overall concept of employee job satisfaction. Satisfaction among teachers and students is critical as it predicts factors such as motivation, engagement, and performance of both teachers and students. Student performance scores and student satisfaction scores rose substantially after the use of Kahoot! compared to before Kahoot! was used.

Most respondents agreed that Kahoot! is a fun tool for learning with a score 75%. The vast majority of respondents agreed that they have a good attitude about studies when they play Kahoot! games with score 50%. Most of the respondents agreed that Kahoot! program enhances learning with a score 50%. Most respondents agreed that they feel motivated when they play the Kahoot! game with a score 100%. Most respondents agreed that Kahoot! program has question collections that are relevant to teaching with a score



100%. The students of EFL perceive Kahoot! as having a particularly positive impact on classroom atmosphere and student engagement. Students felt that Kahoot! is most notably effective in inducing motivation and fostering and reinforcing learning.

Most respondents agreed that students can find out regarding their areas of abilities and flaws that require attention with a score 75%. The vast majority of respondents agreed that the pupils' learning may be evaluated in a fun and less demanding manner by using Kahoot! with a score 100%. Most of the respondents agreed that Kahoot! is a cutting-edge tool made to get interested in studying with a score 100%. Most respondents agreed that Kahoot! fosters a setting where learners may actively participate in the education process with a score 74%. Most respondents agreed that Kahoot! is appealing, amusing, and can help with focus with a score 100%. Hence, students perceive Kahoot! to be the best of the three on ease of use for revision of learned concepts while the other two were found to be better in other regards. Students across the world perceive Kahoot! to be a positive tool that enhances their motivation, enjoyment, engagement, and concentration.

Despite its significance and recognition in the field, teachers' perceptions were studied in a dozen studies or so, as stated earlier, of which only two are directly related to this concept. Some of these studies merely focused on students' positive perceptions about Kahoot. Bicen and Kocakoyun (2018) concluded that students perceive Kahoot very positively because it increases their interest, motivation, understanding and encouragement. Ahzim, R., Saputa, S., Wanto, D., & Daher, M. (2023) found that Kahoot helps students express their point of view in class and wakes them up from their slumber in class. In the same Ahmed, A. A. A., et al (2022) reported that Kahoot provides feedback, helps check students' understanding and give the lecturer the opportunity to engage with a large number of students. Furthermore, Kahoot is also reported to increase class participation (Pratolo, B. W., & Lofti, T. M. ,2021). The two other articles noted that team-based Kahoots assist learners to share knowledge (Fathan, U. S. A., & Syafii, A. ,2018)., and well-designed Kahoots enhance student engagement, motivation and learning (Smith & Brauer, 2018). Kahoot entertained them, resulted in better teaching, and reinforced their knowledge, also Kahoot was easy to use, motivating for learners, supportive and exciting for teachers and a useful assessment tool to evaluate students' knowledge. In addition, Kahoot is a useful tool for both teachers and students in various aspects.



On the other side, the result of observation that have found that using Kahoot teacher can increase teacher motivation to teach students in innovative ways, as can be seen form the table below:

Table 4.2 The Item of Observation

No	The enthusiasm came up when the phones/gadgets were set to login in the game.
1	The discussions of each test items and the answers happened communicatively between the students and teacher.
2	As the numbers of gadgets/phones were limited for one gadget/phone for each team, the students learned how to share the happiness in discussing the game with no meaningful disagreements because they were limited by the time to answer each of test items.
3	Almost all of the members were in competition in showing what they had in mind after the answers were selected through their gadgets/phones.
4	It took a longer time than the usual discussions because both the students and teacher needed time to prepare the internet connection for the computer and the gadgets/phones.
5	As an online media, Kahoot! made enthusiasm be real in the teaching learning process Kahoot! had more frequencies in interaction

From the observation notes above, the researcher can conclude that by using Kahoot!, the students could learn how to socialize because they shared the use of the phones/gadgets in each group happily were and able to help their friends who did not understand the answers and how to find them. The students who used Kahoot! had more competitive feeling and more active in responding in the discussions led by the teacher.

In addition, student took a longer time, because the students and teacher needed to prepare for the explanations and the networking so that the teaching and learning could run well compared to the control group which had nothing to be prepared by the students. Considering the results of the observation result, it could be summed up that teaching and learning process using online media such as Kahoot! has more positive effects both cognitive, psychomotor, and affective aspects to lead the students' comprehension better by making them be more active in mind. The process of learning also results in the students' better understanding and readiness to do the real test.

4. CONCLUSIONS

4.1. Conclusion

The research results show that teachers have a good perception of the use of Kahoot media in learning. After conducting observations and administering questionnaires,



results were obtained that supported that Kahoot-based learning could increase the creativity of both teachers and students. The use of smartphones as a learning medium should become a new alternative in the learning process. Teachers can save more time that students use to take quizzes, so that students have time to study and understand the material more deeply. Teachers also have the opportunity to guide students who have difficulty understanding the material or quizzes given. Apart from that, using this media is more enjoyable for students because it provides images and sounds that make students more interested in participating in activities learning. In addition, increased motivation, student engagement, and academic achievement is a strong reason for integrating technology in the classroom. In sum up, the results of this research also show a positive perception of the use of technology among students.

4.2. Suggestions

The limitation of the study could be the low number of participants. A further limitation is that the participants are all working in the same academic place. Further studies could be conducted on how to minimize the negative effects of Kahoot in the learning environment. Other studies can compare the perceptions of teachers and students on various dimensions of Kahoot. Promotion of digital citizenship is one of the ongoing agendas that can be started from school.

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