

Application of Kahoot Interactive Quiz Learning Media to Increase Interest in Learning History of Class XI Comet Students at SMA Negeri 2 Medan

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Abstract

The aim of this research is to see the effectiveness of implementing Kahoot-based interactive quiz learning media in increasing interest in learning history in class XI Komet students at SMA Negeri 2 Medan. The method used in this research is classroom action research (PTK) methodology which consists of II stages (Cycles) using a quantitative approach. Questionnaires and observations are data collection instruments (techniques) that are used to see the level of students' interest in learning after using the Kahoot quiz learning media. The population taken was students from SMA Negeri 2 Medan with a sample of class XI Komet students consisting of 36 students consisting of 10 male students and 26 female students. Based on the results of the research that has been carried out, it is known that the results of the analysis of observation and questionnaire data in stage I which was carried out on 09 August 2024 obtained a percentage of 72.69% and in stage II which was carried out on 12 August 2024 it increased by 89.40%. Based on the conclusions that have been produced, the researcher states that the use of Kahoot-based interactive quiz learning media has been proven to stimulate and foster students' interest in learning.

Keywords: Application of Kahoot Interactive Quiz Learning Media

INTRODUCTION

Learning (Education) is a necessity in human life which plays a very fundamental role in developing human resources (HR). According to (B.P and Sabhayati Asri Munandar 2022, 6) supporting the success of education is the existence of superior quality and competent human energy sources as well as the presence of elements of teachers, students, objectives, curriculum, school facilities, the presence of school leaders, government, society, the physical environment and other. Of these elements, the teacher is one of the elements that has the most influence on the success of education. As information becomes increasingly global, teachers are required to comprehensively understand technology and utilize it in learning. In the world of education, technology is often used in daily learning activities. (Jamun 2016, 144) states that the emergence of e-learning is a change in the learning process by using electronic tools and media which can be in the form of videos, animations, and so on. Therefore, teachers are expected to be literate with currently developing technology, especially technology in the world of education, but obstacles that often arise during learning include teachers' limited mastery of devices and applications that support learning activities.

This situation also often occurs in history learning. As happened in class XI Komet SMA Negeri 2 Medan. After the researchers made initial observations on August 2 2024, the researchers found that students' interest in studying history in class XI Komet was very low. After investigating, it turned out that this happened because teachers very rarely used interactive technology-based learning media, teachers more often used the note-taking method on the board or taught using conventional methods. Therefore, learning history becomes lifeless (monotonous) and feels boring so that students become less interested in learning activities. It was also seen that students were busy alone/busy themselves, told a lot

of stories, were rarely involved in the learning process, and did not pay attention to the teacher when the teacher was explaining, which resulted in the learning objectives not being achieved well. Based on the student problems above, it is important to use interactive technological learning media so that students are interested in participating in learning activities.

There are lots of interactive learning media that can be used and help teachers make their students enthusiastic about learning. This media can be in the form of manual or technology-based media. However, in this day and age, students are more interested in things related to technology, especially those related to games. So teachers must think about and try to learn using various kinds of technological media that suit the problems of their students. One learning media that teachers can use is Kahoot. Kahoot is a learning media that is specially designed in the form of a game so that the process of implementing this media is very fun. Kahoot is an interactive learning media in the form of a game where Kahoot contains quiz, discussion and survey features so that with the availability of these features it is hoped that it will make students interested in trying to work on the questions in Kahoot (Permana 2021, 129). (Baetina 2021, 40) revealed that there are many advantages in Kahoot, where the advantage is that Kahoot also makes it easier for teachers to create quizzes and discussions because teachers can insert images and text easily. Kahoot can also increase students' readiness, critical thinking and speed, this is because the quizzes contained in Kahoot have limited time so students will try to think quickly and accurately in answering these quizzes. Another advantage of Kahoot is that this media is very in tune with the lives of students in the Gen Z generation era, where participants prefer to learn while playing. According to Pujiasih in (Maya Sitti Sakdah 2022, 480) explains that to improve students' skills and knowledge they must start by implementing a pleasant learning atmosphere. So that the character of students will grow if the learning atmosphere that the teacher creates is in accordance with what the students need. From the explanation above, it can be said that Kahoot is very suitable to be used as a learning medium because Kahoot can meet the learning styles of today's digital generation. Kahoot is also very easy to access, namely by simply accessing <https://kahoot.com> via each student's laptop or device, making it easier to use because it is very flexible and can be used anywhere. Based on the background of the problem above, the researcher is interested in conducting PTK research using Kahoot-based interactive quiz learning media to increase interest in learning history in class XI Komet students at SMA Negeri 2 Medan.

RESEARCH METHODS

The research method used is the classroom action research method (PTK) with II cycles (stages) and uses a qualitative approach. (Mhd. Rasid Ritonga 2023, 52) defines classroom action research as research that takes the form of a reflective investigation where this research can not only be carried out in the school environment but also in the social environment as long as there is involvement of those being investigated such as teachers, students, the school and the community. In this classroom action research, each cycle consists of four stages, namely starting with the planning stage, this stage begins with determining learning objectives, preparing activity sheets and creating research instruments. After that, the planned actions are carried out and then accompanied by observations to obtain data on the learning process and the final activity, namely the reflection stage. According to Kemmis and Tanggart in (Salim 2019, 5) this reflection is carried out to evaluate the activities that have been carried out in order to determine improvements and refinement of actions to achieve predetermined learning objectives. So it can be said, PTK is research carried out to solve problems found in the classroom by carrying out various methods but these methods are carried out in a structured manner.

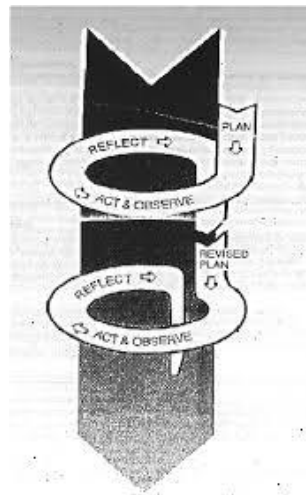


Figure 1. Kemmis & Taggart PTK design

Observation and questionnaires are data collection techniques used in this research. The questionnaire will be prepared as a research instrument to see students' interests according to implementation in each cycle. The population taken to carry out this investigation was students from SMA Negeri 2 Medan with a sample of class XI Komet students consisting of 36 students.

RESEARCH RESULTS AND DISCUSSION

Interest in Learning History of Class XI Comet Students at SMA Negeri 2 Medan After Implementing Kahoot-Based Interactive Quiz Media

This research consisted of two cycles which were carried out to determine whether students were interested in implementing Kahoot-based interactive quiz learning media in history learning in class XI Komet SMA Negeri 2 Medan. With 26 respondents who will be the sample in this research.

Cycle I on 09 August 2024

1. Planning: researchers formulate the objectives to be achieved, design learning modules and evaluation tools and prepare learning media. In this research, previously researchers discovered a problem which was low interest in learning in class XI Komet. So researchers found a solution by implementing the Kahoot quiz media. To see whether the solution provided by the researcher was successful or not, questionnaire instruments and observation sheets were used to obtain actual data.
2. Action: at this action stage, the researcher provides material discussion about the process of the arrival of Western nations to the archipelago. Then the researcher used the Kahoot quiz media which the researcher had planned previously.
3. Observation: the researcher used an observation sheet as an instrument for observing the data collected in this observation sheet in the form of student activity, responses given by students and student participation in learning. Meanwhile, questionnaires will be distributed to students at the end of the lesson to see students' responses after the teacher uses the Kahoot quiz media in the learning process.
4. Reflection: reflection is carried out after the learning process has been carried out. This reflection activity is to evaluate the effectiveness of the media used, how students respond and the development of interest in learning in cycle I.

Based on the results of observations from cycle I, it was found that there were many students who still had difficulty accessing Kahoot, this was because students had never used Kahoot before so a lot of time was wasted and not used properly. The short time given also makes it difficult for students to determine the right answer. Therefore, researchers made improvements and revisions by instructing students to try to access Kahoot before learning took place and providing additional time for each question, which was initially limited to only 20 seconds for each question, then increased to 30 seconds for each question. The results of the questionnaire analysis in the first cycle are as follows:

First cycle questionnaire results:

$$P(\%) = \frac{\text{Total Score Data}}{\text{Maximum Total Score (Skor Ideal)}} \times 100\%$$

Gambar 2. Rumus Perolehan Skor
Sumber: Ridwan, 2008

Questionnaire results in cycle I:

$$P\% = \frac{458}{630} 100\%$$
$$P\% = 72,69\%$$

From the results of the analysis of the respondent questionnaire in Cycle I, the percentage of interest in learning was 72.69%. So it can be said that there has been a fairly large increase in interest in learning throughout the learning process.

Cycle II on August 12 2024

1. Planning: based on the evaluation results obtained in cycle I, the researcher then reorganizes or revises the learning modules, media, learning resources and research instruments for use in cycle II.
2. Action: after the redesign is carried out. So at the second meeting the learning activities focused on material about the development of the VOC as the forerunner of colonialism in Indonesia.
3. Observation: make observations by observing learning activities to see changes from the previous learning process in the first cycle.
4. Reflection: in the second cycle, the researcher or teacher reflects again to see the comparison of the previous cycle's learning process

In cycle II, through observations and questionnaire results there was a significant increase, where from the results of the observations obtained it was seen that students were very enthusiastic and seemed to actively participate in taking the Kahoot quiz, this was because students had to compete with their friends in working on which answer was correct. correct and fast with his other friends. Students have also easily accessed the Kahoot quiz after the solutions provided after cycle I. The questionnaire percentage results obtained in cycle II were 89.40%.

Questionnaire results in cycle II

$$P\% = \frac{574}{642} 100\%$$
$$P\% = 89,40\%$$

After the two research cycles had been carried out in class XI Komet SMA Negeri 2 Medan, the final result was that the application of Kahoot-based interactive quiz learning media in the history learning process could arouse students' interest in learning. Where after using Kahoot media, students become more enthusiastic about learning, prefer the media used and more easily understand the historical material provided by their teacher. So it can be concluded that the implementation of technology in educational activities can make students get out of boredom in completing the tasks given by the teacher.

CONCLUSION

Based on the results of the discussion described above, the conclusions of this research are: The application of Kahoot-based interactive quiz learning media has been proven to foster students' interest in learning history lessons. This was proven in the history learning process carried out in Cycle I, where students were very interested and happy in the Kahoot quiz activity given by the teacher but there was an obstacle where it took a long time to open the quiz. This happens because students have never used technology-based quiz media such as Kahoot. The short time given also makes it difficult for students to determine the right answer. However, after finding solutions to the obstacles that occurred, the learning process of students in Cycle II was more active, enthusiastic and very eager to take part in learning related to Kahoot interactive quizzes as a learning assessment tool. Students pay more attention to their learning, feel happy and interested in learning media, and participate actively in answering questions so that learning history seems exciting. Other evidence that Kahoot can foster students' interest in learning is seen in the percentage of questionnaire response scores given to students. Where in cycle I the percentage obtained was 72.69% and in cycle II it increased to 89.40%. So, the application of Kahoot-based interactive quiz learning media has proven to be effective in making students interested in learning history.

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