



## The Influence of Using Kahoot Learning Media on Primary School Students' Learning Interest in Social Studies

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### Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh media pembelajaran kahoot pada masa pandemi COVID-19 terhadap minat belajar siswa sekolah dasar. Penelitian ini dilatarbelakangi oleh menurunnya minat siswa dalam proses pembelajaran akibat pandemi COVID-19. Subjek penelitian ini adalah siswa kelas V SDN Pademangan Barat 01. Metode penelitian yang digunakan adalah kuantitatif dengan *Quasi Experiment* menggunakan *Post-test Only Control Design*. Jumlah sampel 64 siswa dibagi menjadi 2 kelompok, yaitu 32 siswa sebagai kelompok eksperimen dan 32 siswa sebagai kelompok kontrol, dengan teknik *sampling* jenuh. Instrumen yang digunakan dalam penelitian ini adalah angket dan dokumentasi yang telah divalidasi oleh dosen ahli dengan menggunakan *product moment*, sedangkan uji reliabilitas menggunakan *cronbach's alpha*. Setelah data valid dan reliabel dilanjutkan dengan perhitungan uji normalitas menggunakan uji *Liliefors* dan uji *homogenitas* menggunakan uji *Fisher*. Hasil pengujian hipotesis dalam penelitian ini dengan menggunakan uji *z* diperoleh  $z_{hitung}$  sebesar 1,891 dan  $z_{tabel}$  sebesar 1,645 yang berarti  $H_1$  diterima. Penelitian ini membuktikan bahwa terdapat pengaruh penggunaan media pembelajaran *Kahoot* terhadap minat belajar IPS siswa SD.

**Kata Kunci:** Media pembelajaran Kahoot, minat belajar siswa, pandemi COVID-19.

### Abstract

This research aims to investigate the influence of kahoot learning media in COVID-19 pandemic on primary school students' interest. The background of this research was provoked by the decrease of students' interest in learning process due to COVID-19 pandemic. The subject of this research was the fifth-grade students in SDN Pademangan Barat 01. The research method used was quantitative with Quasi Experiment using Post-test Only Control Design. The total sample of 64 students was divided into 2 groups, 32 students as the experimental group and 32 students as the control group, with saturated sampling technique. The instruments used in this research were questionnaires and documentation that have been validated by expert lecturers and tested for validity using product moment, while reliability testing used cronbach's alpha. After the data was valid and reliable, it was continued with the calculation of the normality test using Liliefors test and homogeneity test using test Fisher. The results of hypothesis testing in this study using the *z* test obtained  $z_{count}$  was 1.891 and  $z_{table}$  was 1.645 which means that  $H_1$  was accepted. This study proves that there is the influence of using Kahoot learning media on primary school students' learning interest in social studies.

**Keywords:** Kahoot learning media, students' learning interest, COVID-19 pandemic.

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## INTRODUCTION

At the end of 2019 the world was shocked by the Coronavirus Disease or COVID-19, and until now the phenomena are still ongoing. According to Dewi (2020) COVID-19 disease is an infectious and deadly disease caused by the acute respiratory syndrome coronavirus (SARS-CoV 2). So that Social Distancing, and similar policies also implemented by the Indonesian government which has aim to break the spread of COVID-19 virus. As the result of this pandemic, many sectors are forced to change their workplaces and carry out work from home. The education sector is no exception, as a result education in Indonesia has become one of the areas affected by the COVID-19 pandemic. The Ministry of Education and Culture Republic Indonesia made the decision that the schools in certain area conduct the teaching and learning process with an online learning system Wulandari (2020). This phenomenon occurred beyond the expectations of educators so that there is a lack of preparation both in terms of facilities and infrastructure (Ramliyana & Ramdhan, 2021). This is in line with the statement Martín-Sómer et al (2021) who argued that the sudden physical closure of educational institutions forced the digitization of teaching, as a result, teachers faced unexpected challenges to teach in a holistic manner. Distance learning requires teachers to look for a series of activities that can support and meet the needs of students during online learning, so that learning remains fun and meaningful. Online learning which has been going on for the last 1,5 years was certainly very exhausting for students. According to Rosiyanti et al (2020) Students feel bored, lack of focus, and decreased interest in learning. This has a serious impact on students, especially students become passive and cannot follow learning properly and optimally.

Interest has an important role for the success of student learning. Kartika et al (2019) states that interest affects a person's desire for something with the attention that a person gives. This means that students who have a great interest in learning tend to focus more than their friends, and can achieve maximum learning outcomes. Interest in learning is also needed by students to understand various subjects more broadly and deeply, one of the important subjects to be taught is Social Studies. Social studies is one of the important subjects in elementary schools, which is expected through social studies subjects, students can become good citizens, democratic, responsible and love harmony (Gunawan 2016). This is in line with this statement of Ridwan (2012) stated that social studies teaches students that we, as humans, definitely need other people, and this is important for students' lives after plunging into the world of society later, because every human being must be interconnected with others, for example, such as neighbors, and interacting with the surrounding environment. Those statements prove that social studies subjects are very important to be taught so that students' social awareness can be formed and students can become useful citizens for their society. Budiwibowo (2016) argues that inculcating interest in social studies learning is needed so that learning can be more meaningful and the moral education delivered by teachers can be embedded in students.

However, in reality, during the current COVID-19 pandemic, students' interest in learning has decreased, one example of that was found at SDN Pademangan Barat 01 class V. After the researchers made observations, schools only used Google Classroom, Whatsapp groups, and Zoom meet as online media platforms. The cause of the low interest in students' learning occurs because social studies learning during the pandemic was too monotonous and the teacher only provides practice questions without any discussion at the end of the meeting, and another problem was that students were often late for meetings via Zoom due to device problems and have to take turns with other families. and the difficulty of accessing the internet such as low signal and network. Another problem with this online education system is the difficulties of accessing the information because it is constrained by signals that cause slow access to information. Students are sometimes left with information as a result of inadequate signaling." Based on these problems, the researchers propose that teachers try to present both material and practice questions by compiling learning media as attractive as possible, so that they can arouse students' interest in learning. This is in line with the statement Tafonao

(2018) which states that the more attractive the learning media used by the teacher, the higher the level of student motivation and interest in learning. There are learning media in the form of offline and online, but during the COVID-19 pandemic, of course, educators need online learning media. According to Putranti (2016) online learning media are media that utilize technological sophistication.

One of the technology-based learning media innovations offered by researchers is Kahoot. Because Kahoot has advantages such as the questions presented in this game have a limited time allocation, so students are trained to think quickly and precisely in solving problems and make students feel challenged. Meanwhile, according to Bunyamin et al (2020) the advantage of the Kahoot application compared to other applications is that Kahoot uses simple language so that it is easy to understand through the Kahoot application also the teacher can invite students to use technology well. There are also other advantages, namely students can see the results of the quiz they take, and do it directly. Beside that, Kahoot also gives rewards to students who are able to answer questions quickly and carefully. The rewards are in the form of ranking from each student, so that it can motivate students to compete in a healthy manner in getting rewards or rankings. In addition, Kahoot has a challenging sound and an attractive appearance so that the classroom atmosphere becomes more lively (Wigati 2019). In Kahoot game, there are two ways to play, namely Classic (individual) and Team Mode (group), if playing classic one student's name will appear while in playing team mode the names of students in one group will also appear.

The research conducted by Muhammad & Tetep (2018) showed that there is a significant effect of using the Kahoot application and increases students' interest in learning. Another study conducted Wigati (2019) showed that there was a significant increase in students' learning interest with the use of the media Kahoot Game.

Based on the problems above, the researchers can formulate the question namely "Is there an influence of using Kahoot media on students' interest in learning social studies for fifth graders at SDN Pademangan Barat 01?". The purpose of this study was to examine the influence of using Kahoot media on fifth-grade students' learning interest at SDN Pademangan Barat 01 on social studies subject. This is an attempt to achieve the learning objectives.

## RESEARCH METHOD

The method in this study was quantitative method which was carried out to examine students' learning interest in social studies after being treated with the game of educational Kahoot. According to Mulyadi (2011) quantitative research is a research approach that is considered to represent positivism, and are considered to have an effect on the research process either directly or indirectly. To create high validity, accuracy is also needed in determining the sample, collecting data, and determining the analysis tool. The type of research used was a quasi-experimental using Post-test Only Control Design as the design. According to Sugiyono (2016) This design can be described with the following pattern:

Table 1. Post-test Only Control Design

| Group      | Treatment | Post-test |
|------------|-----------|-----------|
| Experiment | X         | O2        |
| Control    |           | O4        |

Description :

E : Experimental class group.

K : Control class group.

O2 : Class that is treated with Kahoot learning media.

O4 : Classes that are not treated with Kahoot learning media.

X : Treatment using Kahoot media.

Table 1 shows that this research was conducted by comparing the results of the questionnaire post-test for the experimental class group using the Kahoot learning media and the control class using media such as google classroom, whatsapp group, and zoom meet in which teachers usually use. This research was conducted at SDN Pademangan Barat 01 in the even semester of the 2020/2021 academic year. The sampling technique in this study is the Probability Sampling Technique. The type of technique is simple random sampling. The population of this study amounted to 64 students, consisting of 32 students in class VA as the experimental class and 32 students in class VB as the control class. The data collection techniques used in this study were in the form of questionnaires and documentation. Questionnaires were given to the students to measure their interest using Google Form in likert scale. Riduan (2015) stated that the likert scale can be used to measure a person's attitudes, opinions, and perceptions in events or symptoms. While documentation is a picture related to the visualization of activities to find variable data including notes, transcripts, grades, books, and so on Riduan (2015). The questionnaires consist of the independent variable and the dependent variable. The independent variable was the use of Kahoot learning media while the dependent variable used students' learning interest in social studies.

Data analysis was begun with the validity and reliability tests. In data processing researchers measured the validity of the items, therefore validity and reliability tests were carried out with the aim of knowing how many items were valid and could be trusted. The validity of the instrument was carried out using the correlation formula product moment and the reliability in this study used the formula cronbach's alpha. After the data was valid and reliable, then the requirements analysis test was carried out. The requirements test was a series of test that must be conducted by the researchers before the hypothesis testing stage, which consists of a normality test and a homogeneity test. The normality test was carried out using the Liliefors test formula and the reliability test carried out using the Fisher test formula. After the data was normally distributed and homogeneous, then the hypothesis was tested using the z-test.

## RESULTS AND DISCUSSION

Before the questionnaire was distributed, it was tested in order to be declared valid and can be trusted. The data is valid if it is in accordance with reality. Valid means that the measuring instrument used to measure is true (Sugiyono 2017). Regarding the acquisition of the validity test of the questionnaire instrument, totaling 32 students with a total number of 30 questionnaire items after being tested, it was obtained that 25 questionnaire items were declared valid. This means that 5 items of the questionnaire are declared invalid (drop). The 5 items were declared invalid because the sentences were not understood by the students.

Furthermore, the instrument reliability test is intended to determine the extent to which the measurement results whether the items are valid and reliable Riduan (2015). With the criteria of the number cronbach's alpha  $> 0.70$  so that the instrument can be declared reliable Yusup (2018). The number obtained in students' learning interest was greater than 0.70, meaning that the test results of the research instrument were declared valid and reliable with the initial number of 30 items become 25 items. From this reliability test obtained  $r_{count} = 0.908$  indicates that the data meets the requirements for  $r_{count} > 0.70$  and is categorized as very good (Excellent). According Ndiung & Jediut (2020) reliability criteria are presented in table 2 from as follows :

Tabel 2. Criteria reliability items

| No | Reliability Index         | Criteria   |
|----|---------------------------|------------|
| 1  | $R_{11} \leq 0,20$        | Very poor  |
| 2  | $0,20 < R_{11} \leq 0,40$ | Poor       |
| 3  | $0,40 < R_{11} \leq 0,60$ | Sufficient |

|   |                           |           |
|---|---------------------------|-----------|
| 4 | $0,60 < R_{11} \leq 0,80$ | Good      |
| 5 | $0,80 < R_{11} \leq 1,00$ | Very Good |

Data from the post-test results from the two sample groups, namely the experimental group and the control group are presented in table 3.

Table 3. Description of the Post-test Result Data Questionnaire Experiment and Control

| Class      | Max | Min | Mean   | Median | Mode | SD     | Variance | Range |
|------------|-----|-----|--------|--------|------|--------|----------|-------|
| Experiment | 124 | 85  | 99,313 | 97     | 109  | 10,210 | 104,286  | 39    |
| Control    | 122 | 72  | 93,813 | 93,5   | 85   | 12,900 | 166,415  | 50    |

From table 3 it can be shown that the maximum result of the questionnaire test achieved by the post-test of the experimental questionnaire is 124, and the control class has a maximum score of 122. While the results of the minimum score of the experimental class was 85 and the lowest score for the control class was 72.

Before the data were analyzed, the researchers first tested the normality and homogeneity of the data post-test obtained. The normality test was carried out by the Liliefors test. This test was carried out with a significance level of  $\alpha = 0.05$  for the number of respondents was 32 respondents both in the experimental class and control class. So it showed that  $L_{count} < L_{table}$  which can be seen in table 4.

Table 4. Calculation Results of Normality Test

| Class      | $L_{count}$ | $L_{table}$ | Criteria                | Description         |
|------------|-------------|-------------|-------------------------|---------------------|
| Experiment | 0,1372      | 0,1566      | $L_{count} < L_{table}$ | normal distribution |
| Control    | 0,0965      | 0,1566      |                         |                     |

From Table 4 it can be shown that based on the test results obtained that experimental group  $L_{count} = 0,3172$  and  $L_{table} = 0.1566$ , and the results of the normality test for the control group obtained  $L_{count} = 0.965$  and  $L_{table} = 0.1566$ . Thus, the data for the two groups above, both the experimental class and the control class, were normally distributed.

The next test was the homogeneity test. In the homogeneity test of the two classes using the formula Fisher's exact. The calculation results obtained showed the  $F_{table}$  was 1.882 and the  $F_{count}$  was 1.595 with degree of freedom in the numerator and degree of freedom in the denominator were 31 and a significance level of  $\alpha = 0.05$ . Because  $F_{count} < F_{table}$  namely  $1.595 < 1.822$  then  $H_0$  accepted so that it can be concluded that the data was homogeneous. Data from Fisher test are presented in table 5 form as follows:

Table 5. Calculation Results Test Homogeneity

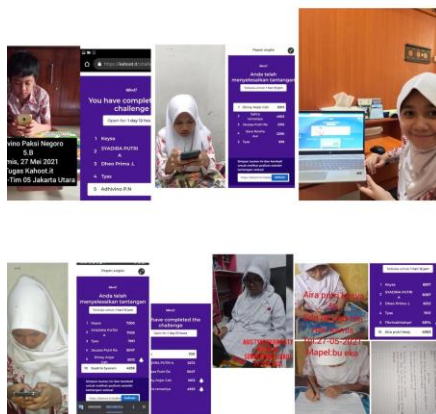
| Class      | Variance | $F_{count}$ | $F_{table}$ | Criteria                | Description |
|------------|----------|-------------|-------------|-------------------------|-------------|
| Experiment | 104,286  | 1,595       | 1,882       | $F_{count} < F_{table}$ | Data is     |
| Control    | 166,415  |             |             |                         | homogeneous |

After the prerequisite test analysis was performed and the results of two data normally distributed and homogeneous, the next step was to test the hypothesis by using the z-test, because the samples used were more than 30 samples. The z-test was conducted to determine whether there was an influence in the use of Kahoot learning media on students' learning interest in social studies. The following data on the results of hypothesis testing are presented in the form of table 6.

Table 6. Hypothesis Test Results Data

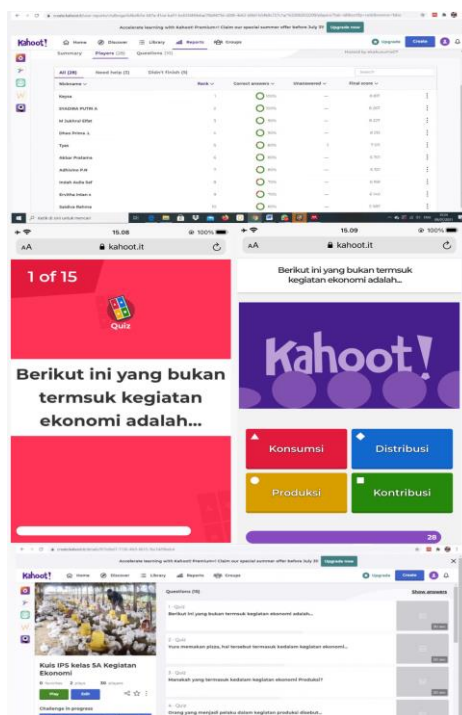
| Class      | N  | Mean   | SD     | $Z_{count}$ | $Z_{table}$ | Criteria                | Description           |
|------------|----|--------|--------|-------------|-------------|-------------------------|-----------------------|
| Experiment | 32 | 99,313 | 10,212 | 1,891       | 1,645       | $Z_{count} > Z_{table}$ | There is an influence |
| Control    | 32 | 93,813 | 12,900 |             |             |                         |                       |

Based on table 5 above the results of  $Z_{count}$  was 1.891 and  $Z_{table}$  was 1.645. Then, since the  $Z_{count} > Z_{table}$  it can be proven that  $H_0$  was rejected and samples have sufficient evidence to the contrary of  $H_0$ . So, it can be concluded that there is an influence of Kahoot learning media on students' learning interest in social studies.



Picture 1 : Student's Activities Taking The Kahoot Quiz For Social Studies Subjects Economic Activities

Based on picture 1 it is shown that the activities of experimental class students who were doing quiz through the online Kahoot application. In this research there is the development which distinguishes it from the usual Kahoot application. If before the pandemic, usually to play Kahoot we had to open two screens at once, the first screen was to display questions, while the second screen was to answer the question, of course this would distract students' attention and focus. However, currently Kahoot has provided a solution by creating a new feature so that each student can see both questions and answers on one screen. The method is almost the same as before, except that the teacher must activate the "Show question and answer on players" option after being active, so the students can take quiz at home.



Picture 2 : Game Display On Kahoot Application

Picture 2 is the latest version of Kahoot display, in which the students can see questions and answers simultaneously. After the students work on the questions they can find out directly the wrong and right answers, and see the ranking order of each.

From the results of this study it can be said that the learning process is successful and the Kahoot learning media is suitable to be used as a solution to the declining interest in learning social studies for fifth-grade students at SDN Pademangan Barat 01 because it is able to attract student enthusiasm and can create a pleasant learning atmosphere. This is in line with Muhammad & Tetep (2018) that the use of Kahoot application can increase students' interest in learning through their research which shows that students look very happy and follow learning well when using it.

According to Wang & Tahir (2020) the Kahoot application is efficient enough to increase learning motivation and final grade results compared to other learning media. In addition, Andari (2020) also expressed his opinion about the learning outcomes of student groups using the Kahoot application which proved to be more efficient than using power point. Meanwhile, according to Daumiller et al (2021) after conducting quiz with Kahoot on a regular basis, it is able to have a positive impact on students, namely student learning outcomes increase and students get better grades than the previous use of media. From some of these studies, it is stated that they are relevant to this research, and it can be proven that Kahoot has an effect or can increase students' interest in learning.

According to Darmawan (2020) Kahoot is an alternative choice from various existing interactive learning media, because it can make the learning process fun and not boring for both students and educators. Teachers should start changing learning patterns by packaging learning media as innovative as possible by utilizing technology that has provided various features, to overcome the problem of declining interest in learning during the current pandemic. One of them by using the media game Kahoot.

In this research, of course, we had done the best possible research, but there were limitations experienced by the researchers such as because this research was conducted during a pandemic, there were some students who had problems with the internet network, so they were late to enter in zoom meetings., This affected to the teaching and learning processes. Beside that, the research was conducted in very short time because the students have to face the final examination in the school. So for the next research, it is recommended that the researchers must predict the right time for research so that it can run well and maximally. Beside that, the teacher must make good cooperation with the parents of the students, so that they can prepare in advance.

## **CONCLUSION**

Based on the results of the research in class V SDN Pademangan Barat 01, it can be concluded that there is an influence of using Kahoot learning media on students' learning interest in social studies. From statistical data processing, it is stated that the use of learning Kahoot media is the right media to be used in social studies learning. The use of Kahoot learning media can foster a sense of fun and enthusiasm in working on the questions given by the teacher in current distance learning. The use of technology of Kahoot has been proven to have a better impact on students' interest in learning social studies than students who are taught using conventional media. Therefore, the Kahoot learning media is one of the online quiz media that can be applied to the distance learning process.

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