Implementation of the Kahoot Application on Students' Learning Motivation in Learning in Class 6 of SDN 7 Matajang, Bulukumba District

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Abstrak

Dalam dunia pendidikan, media pembelajaran sangat diperlukan dalam upaya meningkatkan pemahaman, pengetahuan dan daya serap siswa terhadap konten pembelajaran tertentu agar proses pembelajaran menjadi lebih menarik dan optimal. Media pembelajaran ini merupakan unsur penting dalam proses pembelajaran, agar siswa lebih mudah memahami isi materi yang disampaikan guru serta meningkatkan minat dan motivasi siswa dalam belajar. Salah satu media pembelajaran yang dapat digunakan untuk memotivasi siswa dalam belajar adalah penerapan media pembelajaran berbasis digital, termasuk penerapan media pembelajaran aplikasi Kahoot. Tujuan penelitian ini adalah untuk mengetahui implementasi aplikasi Kahoot untuk meningkatkan motivasi belajar siswa. Metode yang digunakan adalah penelitian kualitatif dengan pendekatan penelitian eksperimen dan penelitian lapangan dengan menggunakan topik dan objek penelitian siswa kelas 6 SDN 7 Matajang Bulukumba. Hasil penelitian menunjukkan bahwa dengan penerapan aplikasi Kahoot sebagai media pembelajaran, minat dan motivasi belajar siswa kelas 6 SDN 7 Matajang Bulukumba meningkat dan mencapai hasil belajar yang diharapkan.

Kata Kunci: Motivasi Belajar, Media Pembelajaran, Aplikasi Kahoot,

Abstract

In the world of education, learning media is very necessary in an effort to increase students' understanding, knowledge and absorption of certain learning content so that the learning process becomes more interesting and optimal. This learning media is an important element in the learning process, so that students can more easily understand the content of the material presented by the teacher and increase student interest and motivation in learning. One learning media that can be used to motivate students to learn is the implementation of education-based digital learning media, including the

implementation of the Kahoot application learning media. The purpose of this research is to determine the implementation of the Kahoot application to increase student learning motivation. The method used is qualitative research with an experimental research approach and field research using topics and research objects from grade 6 students at SDN 7 Matajang Bulukumba. The results of the research show that by implementing the Kahoot application as a learning medium, the interest and learning motivation of grade 6 students at SDN 7 Matajang Bulukumba increases and achieves the expected learning outcomes.

Keywords: Learning Motivation, Learning Media, Kahoot Application,

INTRODUCTION

Education is the most important tool that must be managed systematically and consistently, based on various theoretical views and practices that develop in life. Education in Indonesia is regulated in the National Education System Law No.1.20 of 2003 Chapter 1 Article 1 Paragraph 1 states that education is the development of students' potential in religious spiritual strength, self-control, individuality, intelligence, noble character, and skills in creating an atmosphere and learning process so that it can be developed. He is needed by himself, society, state, state. Education is a conscious effort to develop human potential through teaching and learning activities.

One of the internal factors that determines the success or failure of the teaching and learning process is learning motivation. In learning activities, motivation is the driving force that creates and continues learning activities, and it is within ourselves. Motivation to learn is essentially a non-intellectual psychological factor. Even people with fairly high intelligence can fail because of a lack of desire to learn.

Motivation plays an important role in the teaching and learning process for both teachers and students. It is very important for teachers to understand students' learning motivation in order to maintain and increase students' learning motivation, and so that students can participate in learning activities with enthusiasm and fun.

Connectionist theory focuses on the role of networks and digital technologies in the modern learning process. Siemens (2005) states that in today's highly connected world, knowledge is disseminated through digital network connections. Connectionism emphasizes the importance of skills in searching, evaluating, and managing information from various online sources. This is related to the use of ICT in education. Because this technology connects students with a wealth of educational resources and a global learning community (Siemens, 2005).

Kahoot is an internet-based learning media that functions in the form of a quiz game. Kahoot is a tool that provides interactive learning materials that can be used for educational activities such as practice questions, reinforcement, and pre- and post-tests. The Kahootd application can be accessed from mobile phones, making it easier for students and teachers to use it in any situation. The use of Kahoot has various functions, including being used not only as a tool for delivering material, but also as a tool to support students' social interaction in the classroom. The use of game techniques can have a real impact on students' social and emotional development in terms of competence and collaboration. Therefore, teachers must have soft skills and hard skills to be able to compete in the Revolution 4.0 era, especially in the teaching and learning process (Inggriyani et al. 2020).

Kahoot is a technology-based interactive learning media that can be accessed online which not only includes quiz features but also games, discussions, surveys, and much more. The game and quiz features are available in two versions: group and individual while answering questions on your Android screen. When answering questions, you will also be shown how to choose answers using pictures with the appropriate color in each picture. When using the Kahoot

game, students must answer questions carefully and quickly. This is because it will affect your ranking in the final result of the game.

METHOD

This research uses a quantitative type of research with a pre-experiment design approach. Namely a research design that only uses an experimental group without using a control group of subject samples without using randomization. The design used is one group pre-test and post-test design, the overall learning outcomes are measured before and after treatment using the Kahoot application for learning.

This research was carried out at the 7 Matajang Bulukumba state elementary school on Jalan Axis Dato Tiro, Bulukumba Regency, South Sulawesi. The population and sample in this study are 11 people who will be tested and see students' motivation in using the Kahoot application media.

RESULTS AND DISCUSSION

A. Research result

In this section, the results of the research found in the research will be described. The results found will be concluded based on the data that has been collected and analysis of the data obtained. Based on the results of research that has been carried out, it was found that the use of the Kahoot application learning media influences learning motivation for the learning of grade 6 students at SDN 7 Matajang Bulukumba. This can be seen from the pre-test which was carried out before the treatment was given, which was categorized as low, but after being given treatment to the students in the form of using the Kahoot application, the scores obtained after carrying out the post-test could be categorized as high.

The process of implementing the Kahoot media application is very different. It can be said that before the introduction of the Kahoot media application, many students were busy with their own activities and the learning process in class was less useful. However, after implementing the Kahoot application, teaching became more collaborative and disciplined. Because students who were initially engrossed in their own activities such as chatting or even sleepy can now be easily implemented in the learning process by teachers using the Kahoot application and can now concentrate on receiving lessons rather than being monotonous. It's fun and creative to play, and can increase students' motivation and interest in learning. This can be an assessment tool that influences student learning outcomes. Based on research findings, student learning outcomes in the learning process were rated higher after being given treatment in the form of using the Kahoot media application.

Table 1. Pre-test results

No	Student's name	Pre-test results
1	Nur Anna	80
2	Nur Alika Putri	75
3	Nurul Inaya	75
4	Olivia	80
5	Nur Aini Askar	77
6	Asrul Ramadan	60
7	Pirda Yulianti	65
8	Anggi	77
9	Andi Tenri Lang	85

| 10 | Aru | 75 |
| 11 | Arini | 70 |

Based on the results of the analysis of the student pre-test obtained in the learning process of 11 students, it can be seen from the results that the students' scores were relatively low before being given treatment Kahoot application learning media.

Table 2. post – test result

No	Student's name	Post-test results
1	Nur Anna	90
2	Nur Alika Putri	85
3	Nurul Inaya	80
4	Olivia	85
5	Nur Aini Askar	84
6	Asrul Ramadan	75
7	Pirda Yulianti	80
8	Anggi	86
9	Andi Tenri Lang	90
10	Aru	79
11	Arini	77

Based on the results of the analysis of the student pre-test obtained in the learning of 11 students, it can be seen from the results that the students' scores were relatively high after being given treatment Kahoot application learning media

RELEVANT RESEARCH RESULTS

The results of this research are strengthened by several previous studies including:

1. Research conducted by Icha Timart Diany Sinaga with the title the influence of Kahoot learning media on class students' mathematics learning motivation IV SDN Nanga Bulik 6, Lamandau Regency. This research uses a quantitative approach with a research population of 138 students and a research sample of 56 students. The type of research is a *quasi experiment* using an experimental class and a control class. The results showed that there was an increase in learning motivation by 14.62% (94.04>82.04) in the experimental class and by 2.75% (83.79>81.54) in the control class. Based on the significance value of hypothesis testing, it was concluded that there was a significant and positive influence of the Kahoot learning media variable on the mathematics learning motivation of class IV students at SDN Nanga Bulik 6, Lamandau Regency.

2. The research was conducted by Rakhmawati Saaman with the title: "Implementation of Kahoot as a Thematic Learning Evaluation Tool for Class V SDN Larangan 8" so the research method used was descriptive qualitative analysis. The aim of this research is to describe the implementation of Kahoot as a thematic learning evaluation tool which includes learning evaluation stages in the form of planning stage, implementation stage, results processing stage, follow-up stage, as well as obstacles and solutions faced in class V/B SDN Larangan 8. The research results show that the implementation of Kahoot as a thematic learning evaluation tool consists of the teacher's condition, the student's condition, facilities and infrastructure, as well as evaluation procedures which include planning, implementation, results processing and follow-up.

3. Clara Ayu Setya Kurniawati's relevant research with the title: "Implementation of Kahoot Media in the Class V Thematic Learning Process to Improve Student Learning Outcomes at SD Negeri 1 Kerjo Lor Ngadirojo Wonogiri" The type of research used is quantitative research with the research design used is Nonequivalent Control Group Design. The objectives of this research are: 1) to find out the implementation of Kahoot media as a tool for evaluating class V thematic learning. 2) to find out student learning outcomes after using Kahoot media as a tool for evaluating class V thematic learning. The results of this research are: 1) Implementation of Kahoot media as a tool Class V thematic learning evaluation shows that there is an influence on improving student learning outcomes at SD Negeri 1 Kerjo Lor Ngadirojo Wonogiri based on the test results of implementing Kahoot media as a learning evaluation tool showing that the F value is 44,200 which means it is greater than Ftable of 0.003 and a significance value of 0.000 smaller than 0.05 2) student learning outcomes in the first and second stages have increased significantly with the results of statistical testing with a Sig value. (2-tailed) of 0.000 < 0.05.

CONCLUSION

Based on research results and theoretical and empirical discussions based on research data regarding the implementation of the Kahoot application on student learning motivation in class 6 at SDN 7 Matajang, Bulukumba Regency, it can be concluded that students' mathematics learning motivation in the experimental class after using learning media Kahoot experience enhancement Which very good compared to classes that do not use Kahoot learning media. This can be seen from the average value data pretest And posttest. For class In experiments using Kahoot learning media, there was an increase in learning motivation with the posttest average being higher than the pretest, namely 94.04>82.04 or an increase of 14.62%. Meanwhile, the control class which did not use Kahoot learning media experienced an increase of 2.75% with a comparison of the average posttest and pretest scores of 83.79>81.54.

Kahoot learning media can applied For learning mathematics at school base . With using Kahoot media, students and also teachers will get new experience in activity Study . In addition , Kahoot media can increase motivation Study students of course Can influential to results Study student   .

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