

# Implementation of Gamification With Kahoot Platform! in Improving Student Learning Achievement UPBJJ UT Semarang

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## Abstract

*The purpose of this research is to find out whether the learning achievements of UPBJJ UT Semarang PGSD students can be improved through the use of gamification with the Kahoot platform! integrated with Ms. Teams in Tuweb. In this study, researchers implemented Gamification with the Kahoot platform! which is used as an effort to improve learning achievement in the English learning process for elementary teachers. The subject in this study is a student of S1 PGSD Semester 1 (one) UPBJJ UT Semarang Registration Period 2021.1 Pokjar Kaliwungu Kendal number of 24 students. This study is a 2-cycle Classroom Action Research with 1 pre-test and 2 post-tests through the stages of planning, action, observation, and reflection. From the results of the study showed an increase in the learning achievement of S1 PGSD UPBJJ UT Semarang students through the use of gamification with the Kahoot platform! integrated with Ms. Teams in Tuweb. This is characterized by an average increase in the score from pre-test to post-test 1 by 27.81 points (from 47.40 to 75.21). Furthermore, there was also an average increase in the score from post-test 1 to post-test 2 by 11.35 points (from 75.21 to 86.56). Based on the findings and conclusions can be proposed that gamification with kahoot platform! Integrated with Ms. Teams in Tuweb can be used as an alternative in the implementation of the teaching and learning process in the situation of the Covid-19 pandemic that requires learning to be done online or remotely.*

## Keywords

gamification; kahoot!;  
learning achievement



## I. Introduction

Education is not a static thing, but a dynamic thing that demands a change or improvement continuously. Long before the industrial revolution 4.0, education was done manually with human hands without the help of machines. After the industrial revolution that utilizes internet of things (IoT) technology, education began to change in supporting learning patterns and thinking patterns and developing creative and innovative innovations from learners. In the midst of the outbreak of Covid-19, education services actually accelerated the implementation of education during the Revolution 4.0 era. Because learning is done online. Therefore, it takes teachers who are competent in mastering various creative and innovative learning strategies in the use of digital technology including in English language learning.

The teacher is the driving force in learning. Tucker and Stronge (2005) explain that every teacher has the potential as a driver to improve sustainable achievement in students. Therefore, it is important for a teacher to develop effectiveness in learning in his class. Learning at the Open University (UT), especially learning English for elementary school

teachers is designed to provide language competence by using language functions and grammatical theories in daily conversation. Here, the role of tutors is very necessary in facilitating students to improve language skills which is a student learning achievement.

Learning achievement according to Winkel (2004) is evidence of the success that has been achieved by someone. In this case, learning achievement is the maximum result achieved by someone after making learning efforts. To achieve learning achievement, learning motivation and good learning activities are needed from students. In addition to it, Djamarah (2008:23) suggests learning achievement is the result obtained in the form of impressions that result in changes in the individual as a result of learning activities. In learning English as a foreign language, the application of technology is an innovation made by tutors that can create an attractive classroom atmosphere because students can get something new from the tutor during the learning process. Tutors must have strategies so that the learning process becomes more interactive and makes students enjoy so that student learning achievement increases.

Since the beginning of the Covid-19 pandemic, the Open University has tried to provide the best service by providing Web-Based Tutorial (Tuweb) learning assistance services as a substitute for Face-to-face Tutorials. Teachers in this case tutors can combine the use of technology with games in the learning process. It aims to make the learning process more fun, which is commonly referred to as gamification or game-based learning. Gamification is a strategy that can be applied to improve achievement in learning. Gamification is defined as the use of game design elements in non-game contexts (Deterding, Dixon, Khaled, & Nacke, 2011). One of the non-game contexts is learning English. To implement gamification into learning, educators and researchers usually use online quizzes as an entry point (Sailer & Sailer, 2020). Zichermann and Cunningham (2011) add Gamification is a process of game thinking (game thinking) and game mechanics (game mechanics) to engage users and solve a problem.

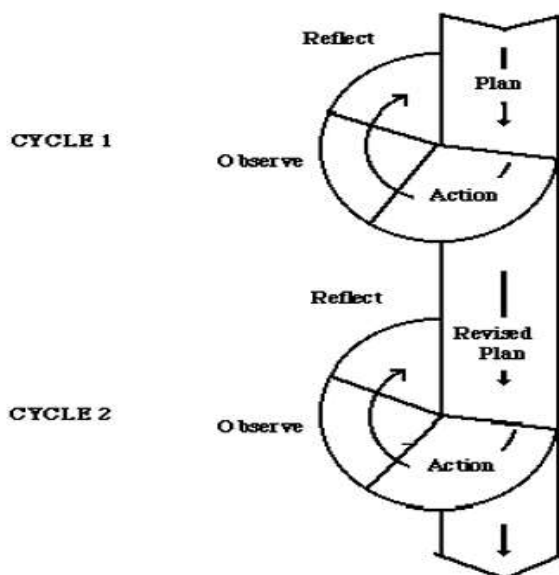
Based on the above theory, the researcher wants to analyze the use of adaptive media which is included in an educational game called Kahoot!. According to Kapular (2015) Kahoot! is one of the top 100 online learning apps that can be used in the classroom. Kahoot! is at number 36 in the list of online applications regarding their effectiveness and usefulness in classroom learning. Furthermore, Wang (2015) in his study suggested that students learn something from playing Kahoot (Wang, 2015). Students love to play games on Kahoot! because it brings something to learn, can eliminate boredom and problems in learning.

Based on the results of field observations and interviews with English tutors UPBJJ UT Semarang and SI PGSD UPBJJ UT Semarang students found a number of problems in learning English as evidenced by the low scores of students' semester exam results in these subjects due to minimal vocabulary mastery, grammar mastery which is less mastered by students, lack of student interest in learning English, passive students in learning activities both in expressing opinions, ideas, and answering questions from tutors, and learning English is not fun and less interesting. The cause of these problems is the use of learning media used by tutors is limited, monotonous and less attractive which causes a lack of student motivation and lack of student learning activities.

Researchers are interested in being able to overcome these problems because of the level of urgency where the PGSD undergraduate students will provide English language learning to their students while teaching at their schools, while they are not from the English department so that it is hoped that they can master English materials well. in the English tutorial class before teaching it to students.

## II. Research Method

This research is Classroom Action Research (CAR). According to Arikunto (2011) classroom action research is an observation of learning activities in the form of an action that is deliberately raised and occurs in a class together. This Classroom Action Research (CAR) is considered very suitable to be used, because this research is focused on learning problems that arise in the classroom in order to improve learning and promote a more effective teaching and learning process (Muslich, 2011). The subjects in this study were undergraduate students in the PGSD Study Program Semester 1 (one) UPBJJ UT Semarang for the 2021.1 Registration Period at Pokjar Kaliwungu Kendal with a total of 24 students. The researcher carried out CAR in 2 (two) cycles in 3 (three) meetings in each cycle by implementing the Gamification platform Kahoot! which is integrated with Ms. Teams in Tuweb during the learning process in class using Kemmis and McTaggart designs consisting of planning, action, observation, and reflection.



*Figure 1. Class Action Research Stages*

## III. Results and Discussion

To determine the initial ability of research subjects in English for elementary school teachers before treatment and whether there is an increase in learning achievement in cycle 1 and cycle 2, the researchers gave pre-test, post-test 1, and post-test 2 to research subjects. The results of the three types of tests are shown in the table below.

**Table 1.** Pre-test, Post-test 1, and Post-test 2 Score Table

	<b>Pre-Test</b>	<b>Post-Test 1</b>	<b>Post-Test 2</b>
<b>Sum</b>	1137,50	1805	2077,50
<b>Average</b>	47,40	75,21	86,56
<b>Median</b>	47,50	75,00	87,50
<b>Mood</b>	47,50	75,00	87,50

From the table above, it can be seen that the total score in the pre-test was 1137.50, while the mean score was 47.50 with a median of 47.50 and a mode of 47.50. In post-test 1, the total score was 1805 with a mean of 75.21 with a median of 75.00 and a mode of 75.00. Meanwhile, in post-test 2, the total score was 2077.50 with a mean of 86.56 with a median of 87.50 and a mode of 87.50. Based on the results obtained in each test, it can be seen that there is an increase in the average score from pre-test to post-test 1 of 27.81 points (from 47.40 to 75.21). Furthermore, there was also an increase in the average score from post-test 1 to post-test 2 of 11.35 points (from 75.21 to 86.56).

The English course for elementary school teachers is one of the courses that must be taken by undergraduate students of PGSD in Semester 1 of UPBJJ UT Semarang. At the beginning of the English course for elementary school teachers, the tutor as a researcher heard a number of complaints from students who thought this course was difficult, 'horrifying', and looked boring, and felt lazy to read the material, Basic Material Books (BMP) and books. English book. Based on these conditions, researchers and collaborators feel the need to apply appropriate learning media that can improve student achievement, especially in online learning. Therefore, the researcher uses one of the free learning platforms that can be used interactively between tutors and students, namely gamification with the Kahoot! which is integrated with Ms. Teams in Tuweb.

As explained by Hamad (2018), the advantages of using the Kahoot! is:

- a) *It adds fun and excitement to a boring lesson and increase class participation*
- b) *It helps the teachers understand the weak areas of their students and assists in planning reinforcement of those weak areas*
- c) *It is a helpful tool for self-evaluation, as it challenges students in "Ghost Mode" to evaluate their own understanding and reinforce learning.*
- d) *It is an exciting tool for engaging students having short attention span*
- e) *It can be used to collate answers from participants easily and in an organized manner*
- f) *It is an interesting way of giving students a break during a long lecture*
- g) *It is an extremely helpful tool to get a quick survey of students' feedback about issues such as the teacher's pace of the lesson or method of instruction*
- h) *It can be used as an ice breaker in the first lesson*
- i) *It is a great tool for designing instant polls*

What Hamad described above appears in the reality of implementation in the field. With the various advantages of using the Kahoot! Based on Digital Game-Based Learning, it is hoped that there will be an increase in the quality of learning. The fact is revealed that by implementing gamification with the Kahoot! which is integrated with Ms. Teams in Tuweb can improve the achievement and quality of students' abilities, especially the ability to master English.

Application of the Kahoot! make the learning atmosphere fun, dynamic, and not boring. The application of this application also increases student participation because in addition to being required to have an account, students are also motivated to achieve the highest score and answer in the fastest time because all the names with the best results can appear on the screen and be known by their friends. Thus, there is a competition that educates without any sense of wanting to bring down other friends.

However, there are a number of suggestions made by students regarding the implementation of the Kahoot! based on this Digital Game-Based Learning. An internet network with a strong signal is needed so that the application can be operated smoothly.

## IV. Conclusion

Based on the results of the study, it can be seen that the total score on the pre-test was 1137.50, while the average score was 47.40. In post-test 1, the total score was 1850 with an average of 72.21. Meanwhile, in post-test 2, the total score was 2077.50 with an average of 86.56. The results obtained in each test showed that there was an increase in the average score from pre-test to post-test 1 of 27.81 points (from 47.40 to 75.21). Furthermore, there was also an increase in the average score from post-test 1 to post-test 2 of 11.35 points (from 75.21 to 86.56). Therefore, it can be concluded that the use of gamification with the Kahoot platform which is integrated with Ms. Teams in Tuweb can improve student achievement of S1 PGSD UPBJJ UT Semarang students.

The conclusion of the research results becomes a reference for researchers to provide a number of recommendations regarding the use of gamification with the Kahoot! which is integrated with Ms. Teams in Tuweb are in the process of learning English. First, for tutors as subject teachers, use the Kahoot! can be used as an alternative as a digital learning media that is fun and effective in improving student learning achievement, especially when learning requires online or remote learning. Second, for students, the use of gamification with the Kahoot! can be a medium that can increase healthy competition in learning and can evaluate the development of their learning outcomes. Third, for future researchers, the results of this study can be used as a reference for making further research by adding different problem formulations.

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