

Utilization of the Kahoot-it Application as a Learning Vehicle Based on Massive Open on Line Course (MOOC) during the Covid-19 Pandemic

Zulkifli Amin¹, Irfan Dahnial²

^{1,2}Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara, Indonesia
zulkifliamin@umsu.ac.id, irfandahnial@umsu.ac.id

Abstract

This research shows that in the preparation stage, the implementation does the following things. (a) The implementer conducts socialization to the students of the Muhammadiyah University of North Sumatra through the Zoom media. (b) Implementers prepare questionnaires, attendance lists and other files for the purposes of activity reports. (c) Implementers re-register students who are actively enrolled in the class. (d) Executors prepare hardware devices in the form of computers/laptops, LCDs and so on. The approach in this research is qualitative (qualitative research). What is meant by qualitative research is to understand the phenomenon of what is experienced by the research subject holistically, and by means of description in the form of words and language, in a special natural context and by utilizing various scientific methods. From several different samples of students, there was a significant difference in the implementation of independent learning using MOOC-based Kahoot-it media. Therefore, these two different classes must be further improved with several methods that will be given later to students or later, so that the implementation of independent learning itself is carried out properly.

Keywords

MOOC, kahoot, learning



I. Introduction

The situation in Indonesia is currently experiencing bad conditions caused by a virus originating from Wuhan, China, which is called Covid-19. WHO states that this virus transmits very quickly and can cause death (Hossain, 2020). This virus attacks respiratory tract infections such as coughs and colds but is more deadly. Coronavirus Cases stated that 2,176,744 patients were exposed to this virus and several died, so the outbreak of the spread of this virus is called the global Covid-19 pandemic. The spread of this virus can be in public places or in crowds, the United States Centers for Disease Control and Prevention (CDC) said the spread of this virus through physical contact such as shaking hands, it is recommended to wash hands properly and properly according to the steps and use masks when leaving the house to prevent the spread of Corona Viruses (Park, 2020). Due to the Covid-19 case in Indonesia, the latest update according to the official website (Ministry of Health, 2020) on Monday, May 4, 2020, 864 people died, 11,587 confirmed Covid-19 exposure, 238,178 people under surveillance (ODP) while the number of Patients Under Supervision (PDP) is 24,020 and 1,954 people have recovered.

As a result of the Covid-19 pandemic, the government has issued a new policy to stop the spread of Covid-19, namely implementing public invitations to carry out Physical Distancing or keeping other people one meter apart and avoiding crowds and various gatherings that lead to gatherings. In addition, the government implements policies to stay

at home such as working from home or Work From Home (WFH) and any activities related to associations or meetings are abolished and replaced with online media. (Kemendikbud, 2020) issued a Circular on Online Learning and Working from Home in the Context of Preventing the Spread of Covid-19. One of the contents of this letter is to cancel teaching and learning activities and replace it with network-based learning (Online) via online which can be used by various educational institutions. In these conditions all teachers or educators are required to replace learning using online media. Various platforms are used to carry out teaching so that it needs to be supported by good learning facilities and the use of information technology (Putri, 2020). All students are required to use communication tools such as cellphones wisely to support the learning process. Face-to-face online learning through applications is the most beneficial thing to break the spread of Covid-19 and maintain the mental safety of teachers and students from exposure to the virus. Various platforms are used to carry out teaching so that it needs to be supported by good learning facilities and the use of information technology (Putri, 2020). All students are required to use communication tools such as cellphones wisely to support the learning process. Face-to-face online learning through applications is the most beneficial thing to break the spread of Covid-19 and maintain the mental safety of teachers and students from exposure to the virus. Various platforms are used to carry out teaching so that it needs to be supported by good learning facilities and the use of information technology (Putri, 2020). All students are required to use communication tools such as cellphones wisely to support the learning process. Face-to-face online learning through applications is the most beneficial thing to break the spread of Covid-19 and maintain the mental safety of teachers and students from exposure to the virus.

The outbreak of this virus has an impact of a nation and Globally (Ningrum *et al*, 2020). The presence of Covid-19 as a pandemic certainly has an economic, social and psychological impact on society (Saleh and Mujahiddin, 2020). Covid 19 pandemic caused all efforts not to be as maximal as expected (Sihombing and Nasib, 2020).

Online learning has a positive impact, namely the experience and use of technology in a positive way and creates challenges for lecturers in the 21st Century. Online learning brings changes in the education system, the material to be taught, the learning carried out as well as the obstacles faced by both teachers and lecturers, students and education providers (Afrianto, 2018). Online learning in addition to stopping the spread of Covid-19 is expected to be an alternative in overcoming the problem of independent learning that allows students to learn broader knowledge material in the internet world so that it creates student creativity in knowing science and can implement 2013 Curriculum policies (Aliyyah, 2020). The Covid-19 pandemic situation is like this, online learning is regulated through a Circular of the Ministry of Education and Culture regarding the Implementation of Education in the Covid-19 Emergency Period, there is a policy, namely online learning to provide a very meaningful learning experience, not to be a burden in completing all curricula for graduation, learning is emphasized on the development of life skills, namely the Covid-19 pandemic and learning assignments can be varied between students, following their talents and interests as well as their respective circumstances including reviewing the gaps in learning facilities owned at home (Churiyah, 2020).

Each component of teaching is not separate or running independently, but must run regularly, interdependent, complementary, and continuous. For this reason, good learning management is needed (Adner, 2019). Management in good learning must be developed based on the principles of proper teaching. He must take into account all aspects and teaching strategies, designed systematically, conceptual but practical, realistic and flexible, both concerning the problem of classroom management interactions, teaching, and

assessment in teaching. Web-based learning, talking about the web, the web is a type of web site usually used to post articles or diaries on line (Gunawan, 2019). Many people create personal websites and write about their experiences and ideas. The owner of the web is called a weber, nowadays there is also a professional weber they get money from their activities to write and post articles on the web. The selection of learning media is the materials, tools, or techniques used in teaching and learning activities with the intention that the process of educational communication interaction between teachers and students can take place effectively and efficiently. (Sorkness, 2017). The definition of learning media has a role to help students in learning activities, classified into ten categories which include sound media such as audio cassettes, radio broadcasts, Compact Disks (CD) and telephones, printed media such as textbooks, modules and pictures, audio-visual media. motion, namely sound motion films, learning videos such as video tutorials and television, and computer media or Computer Aided Instruction (CAI) such as e-learning which is widely found today to the use of the Massive Open On Line Course (MOOC) as a vehicle for online-based learning. During the COVID-19 pandemic (Faber, 2019). Based on the background of the problem above, this research will use the Kahoot-it Application as a Massive Open On Line Course (MOOC)-Based Learning Vehicle during the Covid-19 Pandemic Period.

Based on the background of the problem can be identified in this study as follows. Students tend to feel bored doing the online learning process, because the packaging of online learning is less attractive and is considered monotonous, so there needs to be a new formulation so that the online learning process during the COVID-19 pandemic can be more interesting and fun. Based on the identification of the problem, the formulation of the problem in the study is as follows. (1) Can the Kahoot-it application provide new enthusiasm for student participants in massive open-on-line course-based learning? (2) Why the choice of the Kahoot-it application as a vehicle for learning based on a massive open on line course? (3) How is the effectiveness of the learning process using the Kahoot-it application based on an open on line course during the COVID-19 pandemic?

II. Research Method

The approach in this research is qualitative (qualitative research). What is meant by qualitative research is to understand the phenomenon of what is experienced by research subjects holistically, and by way of description in the form of words and language, in a special natural context and by utilizing various scientific methods (Creswell, 2016). Qualitative research with a phenomenological approach is research that deals with the understanding of daily life and the intersubjective world of participants. The approach in phenomenological design tries to explain or reveal the meaning of concepts or phenomena of experience based on awareness that occurs in each individual.

III. Results and Discussion

3.1 Results

In the preparation stage, implementation does the following. (a) The implementer conducts socialization to the students of the Muhammadiyah University of North Sumatra through the Zoom media. (b) Implementers prepare questionnaires, attendance lists and other files for the purposes of activity reports. (c) Implementers re-register students who are actively enrolled in the class. (d) Executors prepare hardware devices in the form of computers/laptops, LCDs and so on.

a. Implementation

The organizer starts the activity with a presentation. The main theme of the discussion was an explanation of the MOOC-based Kahoot-it concept and its history, as well as information about universities offering MOOC-based Kahoot-it programs. Participants followed the presentation material carefully, briefed on MOOC-based Kahoot-it and the steps needed to implement registering and engaging in lectures using MOOC-based Kahoot-it. Participants and implementers are actively involved in discussion and question and answer activities, if necessary. The activity lasted until 12.00 WIB with one break and ended with an evaluation by filling out a questionnaire. The results of the use of this MOOC are presented as follows. The participants took part in this activity enthusiastically so that the material design plans presented could be absorbed properly. In the open questionnaire, data were obtained in the form of opinions and comments about the MOOC course. These opinions and comments are supportive of MOOC-based learning based on the following reasons. (a) Participation in these courses is often free, without having to go to the course and can be followed by anyone. (b) Courses are given by expert instructors/lecturers who are competent in their fields from world-renowned universities. (c) Its use is easy and practical and is not bound by time course. Thus, the course time is very flexible. (d) There are many types of desired courses in unlimited quantities and with attractive packaging. (e) The course can be independent because the course has been facilitated by the existence of a guide and alternative answer keys. (f) Course participants receive a certificate of participation from the university that conducts the course and is internationally recognized.

In addition to positive opinions and comments, there are also criticisms about the implementation of this MOOC-based course, including the following. (a) Participation in the course requires a good internet connection, as the learning materials involve the use of audio-video. If the participant does not have a good internet connection, the course participant will not be able to follow the material presented properly. (b) Quiz work is limited to a certain number of trials. (c) One-time material usually runs for up to one week, so that it cannot meet the needs of participants with a fast learning rhythm.

b. Interview Result

The results obtained in this research are based on the results of interviews with students about the perception of using the mooc-based kahoot-it platform based on interesting indicators and its effectiveness in the online learning process based on learning during the Covid-19 pandemic. The descriptions of the results of the interviews are:

No	Name	Class	Interview result
1	Ayu Ardina Nst	II-A	The use of Kahoot-it is interesting and certainly adds to the enthusiasm for learning
2	Asyifa Sharif	II-A	It's fun and the value immediately appears so the impression is transparent
3	Yusra Hanifa	II-A	Attractive and very effective but must be ready for quotas
4	Rizka Purnama	VI-A	The learning process has been effective but the time duration is too fast
5	Princess Rais Harahap	II-C	Interesting to be curious
6	Lailan Siregar	II-C	The display is good and makes you excited

7	Umi Kalsum	II-C	Interesting but unfortunately the quota and network must be stable
8	Tengku Zahra Hafifah	II-B	The duration of each question is set longer, but it's already interesting
9	Cindy Fahira	II-B	It's been effective and makes suggestions
10	Flower	VI-A	It's very exciting to see the winner in person
11	Rizki Pradina	II-D	Network and quota must be stable
12	Zura	II-D	Effective and certainly fun because it is easily accessible and not complicated

Based on the results of interviews that have been carried out, student assessments of massive open online course-based learning using the kahoot-it platform combined with other virtual media such as zoom or google meet, it can be seen that student interest is very high which means students are very interested in using the kahoot platform -it is in the learning process.

3.2 Discussion

The above results are supported by previous research that learning with kahoot media has an effect on students' learning motivation. Based on the survey results showed that 55.4% of students chose game-based learning as an interesting teaching method and through interviews, the students stated that game-based learning was still rarely carried out by teachers, but after using the Kahoot application they felt that interactive quiz games were able to helps to understanding learning (Nunung, 2019). The Kahoot platform is used easily and is user friendly because by using a smartphone you can also access it. In the implementation of the online learning process based on learning, teachers or educators can use the Kahoot platform easily,

1. Download the "Kahoot" apk on the playstore and login using a google account.
2. Open kahoot and log in as a teacher and if you are already logged in then select the "school" category.
3. Then if after logging in, you can create questions on the "create" menu with multiple choice categories, true or false or other types. Each question can be set for the length of time to answer and the score obtained depends on the level of difficulty in the question and can be created, for example adding a picture or other template.
4. If the question creation is complete, then you can click "done" and can play the quiz with previously integrated using virtual media such as zoom or google meet. So that the process can be more interesting and interactive.



Figure 1. Display options whether the quiz will be played live



Figure 2. Quiz display that will be combined with google



Figure 3. Kahoot pin display for students via URL Kahoot.it

IV. Conclusion

In the midst of the COVID-19 pandemic, this research was carried out based on a mix method, in order to see the effectiveness of each class in carrying out the independent learning process carried out at their respective homes. From several different samples of students, there was a significant difference in the implementation of independent learning using MOOC-based Kahoot-it media. Therefore, these two different classes must be further improved with several methods that will be given later to students or later, so that the implementation of independent learning itself is carried out properly. In the future, all lecturers and students must be able to carry out the learning process both independently and guided both online and face-to-face.

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