

## THE USE OF KAHOOT AS A INTERACTIVE ARABIC TEACHING MEDIA

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**Abstract:** This study aims to determine students' perceptions of the use of kahoot as an interactive learning media in Arabic in increasing motivation to learn Arabic. The approach used is descriptive quantitative. The subject of this study was a total of 40 students. Data collection techniques are carried out by observation, questionnaire, interview and documentation. Data analysis techniques were carried out using statistical product and service solution (SPSS) technique version 20.00. The use of kahoot as an interactive learning media in Arabic is the focus of the study. The findings of this study indicate that learning using kahoot media is very interesting with a percentage of 82.50%, students get positive things with a percentage of 62.50% strongly agree and 37.50% agree, kahoot media fosters student motivation in learning Arabic with a percentage of 52, 50% agree, 40.00% strongly agree, Kahoot makes learning more interactive with a percentage of 40% female students agree, 40% of children strongly agree. Thus it can be concluded that the use of kahoot can foster student motivation and make Arabic learning more interactive.

**Abstrak :** Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap penggunaan kahoot sebagai media pembelajaran interaktif bahasa arab dalam meningkatkan motivasi belajar bahasa Arab. Pendekatan yang digunakan adalah deskriptif kuantitatif. Subjek penelitian ini adalah dengan total 40 siswa. Teknik pengumpulan data dilakukan dengan observasi, kuisioner, wawancara dan dokumentasi.

Teknik analisis data dilakukan dengan menggunakan teknik *statistic statistical Product and service solution* (SPSS) versi 20.00. Penggunaan kahoot sebagai media pembelajaran interaktif bahasa Arab menjadi fokus yang diteliti. Temuan penelitian ini menunjukkan bahwa pembelajaran menggunakan media kahoot sangat menarik dengan persentase 82,50%, siswa mendapatkan hal positif dengan persentase 62,50% sangat setuju dan 37,50% setuju, Media kahoot menumbuhkan motivasi siswa dalam pembelajaran bahasa Arab dengan persentase 52,50% setuju, 40,00% sangat setuju, Kahoot menjadikan pembelajaran lebih interaktif dengan persentase 40% siswi setuju, 40% anak sangat setuju. Dengan demikian dapat disimpulkan bahwa penggunaan kahoot dapat menumbuhkan motivasi siswa dan menjadikan pembelajaran bahasa Arab lebih interaktif.

**Keywords:** Media; Kahoot; Interactive; Arabic Language

## INTRODUCTION

Education as part of culture is a means of successor to the values and ideas of each person to be able to participate in the transformation of values for the progress of the nation and the State. In realizing quality education, qualified teachers are needed. Qualified teachers are teachers who are able to realize national education goals, namely those who have pedagogic competencies, personality competencies, social competencies and professional competencies.

Professional educators in question are educators who are qualified, competent, and educators who are desired to bring learning achievement and be able to influence the teaching and learning process of students who will later produce good student learning achievements.<sup>1</sup>

Professional educators are expected to be better able to create an effective, enjoyable and more capable learning environment to manage their classes, so that the learning activities of students will be at an optimal level. In implementing pedagogic competencies, teachers are required to have methodological skills in terms of design and implementation of learning including mastery and use of learning media. Choosing the right learning media is one of the steps taken by the teacher in an effort to improve student learning achievement.

Learning media is a component of learning and becomes an integral part of the learning process, therefore it must be mastered by every teacher. Media is useful to overcome the problems experienced by teachers and students in learning, such as lack of interest or lack of motivation of students to the material delivered by the teacher. There are many factors that influence student learning motivation that are low, both intrinsic and extrinsic.

Extrinsic factors such as the existence of problems of teachers who almost never use media that is currently developing or in other words teachers only use conventional media, whereas in addition teachers can use technology-based media as a medium of learning in the classroom. In addition, the existence of computer facilities and school wifi that have not been utilized by teachers is not optimal. Thus there needs to be efforts to increase learning motivation by creating a passion for learning and a conducive climate in learning.

The use of learning media can help in the delivery of learning materials to students to improve the quality of students who are active and interactive so they can support the smooth learning activities in school. Active in question is students who can interact with other students, students with teachers, or students with the media used. Interactive learning media can be interpreted as a delivery of material using video, film, animation, images and sound using computer assistance which is also actively responded by students so that interactions between students and students and students and teachers occur.<sup>2</sup>

Interactive media is a combination of several media whose use is manipulated by the user in terms of commands or behavior. If interactive media is used in learning, then this interactive learning media is a learning media that makes teachers, students and the media used interrelated and interacts to achieve learning goals. Learning is the main activity in the school so it needs to be designed in such a way that the classroom learning atmosphere becomes alive, active and interactive. Game based learning is a technique that helps students improve the potential and quality of students.<sup>3</sup>

This is the same as Ryan Dellos<sup>4</sup> which states that learning based on games is an effective tool for students to solve problems, foster critical thinking and try to make learning more conducive, moreover we can apply learning using media we have. It is undeniable that the existence of technology can make learning media interesting and by utilizing learning media can facilitate teachers in managing and delivering messages to students.

Because there are still many schools we meet with teachers who have not used the available media in the learning and teaching process in the classroom. So researchers use existing media such as computers and wifi by using the kahoot application in the learning process. Learning media of various types, each of which has advantages and disadvantages. In this study the learning media chosen was technology-based media, namely kahoot. Kahoot application is a game that contains four features, namely, quiz, jumble, survey, and discussion.<sup>5</sup> This kahoot application is designed by students to think quickly, because there is a time limit for answering questions that have been made. And the kahoot application that we can fill with varied images and colors, ends with a star image, which indicates the students get the value from the kahoot game. In the kahoot application there are two ways to play namely classic and team mode. When playing classically students play individually while team mode plays together with one group. The hope is through the kahoot media, students and educators are

increasingly interested in learning Arabic, and students can feel the effectiveness of using kahoot as an Arabic learning media.

Kahoot is an educational website that was initially initiated by Johan Brand, Jamie Brooker and Morten Versvik in a joint project with Norwegian University of Technology and science in March 2013. In September 2013 Kahoot was opened publicly, one year after it was launched, kahoot already had more than 1.5 million teachers registered from 49 million registered learners to play this game. Kahoot can be accessed and used for free, including the features that are in it. Kahoot's platform can be used for several forms of assessment including online quizzes, surveys and discussions where all three have various ways to play. An internet connection is required to play this Kahoot game. To make the kahoot game, users need to enter Kahoot's web <http://getkahoot.com> after having a kahoot account, users can create questions using the available features. It will automatically receive a code to run kahoot. Using a laptop or cellphone students can access the game by using the kahoot application by browsing the [www.kahoot.it](http://www.kahoot.it) website students need to enter the code that appears on the screen and register the name. After the kahoot game starts, students will get a pattern based on the correct answer given by the fastest answerer.

One game that appears in the learning platform used in educational institutions is kahoot. Kahoot is an online application where quizzes can be developed and presented in the "game" format. Points are given for correct answers and this quiz is designed for students to be quick and responsive and participating students will immediately see the results of their chosen answers. Based on observations conducted by researchers at the research location, the facilities are very adequate with the existence of projectors in each class, because the school already has computer facilities and Wi-Fi networks, but the school has not utilized it maximally and has not been utilized by the teacher in the implementation learning that causes students to still feel bored with monotonous Arabic learning,

so the researchers try to use the kahoot interactive quiz game, as a learning medium in order to improve learning outcomes.

## **METHOD**

The type of research used is descriptive research with a quantitative approach. According to Sugiyono, quantitative research is: "Research methods based on the philosophy of positivism, are used to examine certain populations or samples, data collection using research instruments, data analysis is quantitative or statistical, with the aim of testing predetermined hypotheses".<sup>6</sup>

Population is a generalization area consisting of subjects or objects that have certain qualities and characteristics set by researchers to be studied and drawn a conclusion. The population in this study were class VIII students in one of the Yogyakarta schools. The population in this study were 40 female students. The sample is a portion of the population to be studied.<sup>7</sup>

The sampling technique in this study is based on the researchers' own consideration, so the technique used in sampling uses purposive sampling technique.

To determine the sampling of the population, researchers are guided by the opinion of Suharsimi Arikunto stating that: "If the subject of the population is less than 100, it is better to take all, but if the subject is more than 100, a sample can be taken between 10-15% or 20- 25% or more ", the population in the study was more than 100, then the sampling in this study was 40 students of class VIII.

The variables in this study are two, namely the independent variable. The independent variable can be called the variable *X*, which is a variable that affects or becomes the cause of the change or the emergence of the dependent variable. The dependent variable is usually called the *Y* variable, which is a variable that is affected or is a result, because there are independent variables. In this study, the variable (*X*) is the perception of students, while the variable (*Y*) kahoot as an interactive Arabic learning media. Specifically all of these phenomena are called research variables.<sup>8</sup>

To find out the feasibility of each item about the statement, each statement must meet 2 conditions, namely valid and reliable. Reliability test is a measuring instrument used to measure an instrument that can provide the same results after several measurements. Reliability testing in this study will use SPSS Version 20.00 with reliability testing using the Cronbach's Alpha technique.

Data collection techniques in this study using observation techniques, interviews and questionnaires. Observation is a technique or method of collecting data by conducting observations on ongoing activities. Observation is the initial activity in the procedure for applying the kahoot media. This observation aims to identify conformity in the application of kahoot as an interactive learning media. Interviews are techniques of collecting data orally in individual face-to-face meetings. Interviews were conducted with students. The purpose of this interview is to identify or find out the needs in applying the media. Questionnaire is a technique of data collection conducted by giving a set of questions or written statements to the respondent to answer.<sup>9</sup>

The measurement scale uses a type of Likert scale, then later data will be obtained in the form of quantitative data in the form of scores. The answer to the certification instrument using the Likert scale has levels ranging from very positive to very negative in the form of words, for quantitative analysis the statement presented is given a score.<sup>10</sup> The data analysis technique uses statistical software assistance, namely statistical Product and service solution (SPSS) version 20.00 Data analysis was carried out with the aim of testing the hypothesis.

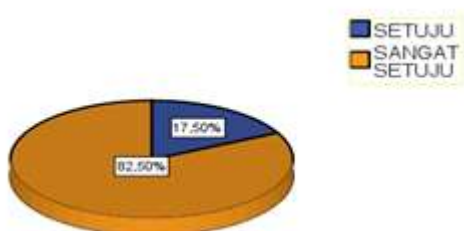
Descriptive statistical analysis is an analysis of data used to describe or describe data from research that has been collected.<sup>11</sup>

Descriptive analysis was conducted to find out the descriptive mean, median, mode, standard deviation, minimum value and maximum value. Descriptive statistical analysis was measured using SPSS Version 20.00. in addition to using descriptive statistical analysis, in this study also used percentage descriptive analysis to

describe the characteristics of each variable, both independent and dependent variables. The descriptive statistical analysis process was carried out with three stages including: editing, scoring, tabulating.

## RESULT AND DISCUSSION

The results of this study are based on the variable perceptions of students about the Kahoot quiz platform which consists of indicators of attractiveness, effectiveness, growing motivation of students, forming an interactive learning atmosphere. The results of the perceptions of the student's questionnaire assessment on the use of the Kahoot platform as a learning media are based on four statements with 4 choices of answers, namely Strongly Disagree (STS), Disagree (TS), S (Agree) and Strongly Agree (SS). The following is an explanation of the results of questionnaires to students VIII.



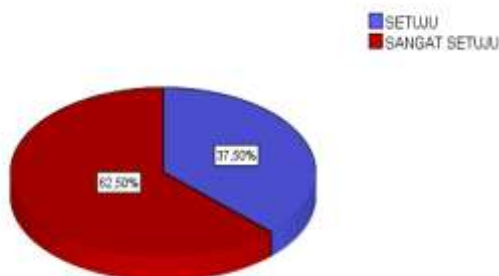
Picture 1. Kahoot Media Interesting

Based on the pie chart above, the results of the percentage of Mu'alimat Madrasah students learning using the kahoot media are very interesting with a percentage of 82.50%. In addition there were 17.50% of students who said they agreed to the teaching and learning process with interesting kahoot media, and no students who answered did not agree or strongly disagree. So it can be concluded that students are very interested in using the Kahoot platform because Kahoot's quiz platform is very interesting in terms of visual appearance (photos, images, etc.) and used as a quiz in learning



Arabic to improve the interactive and not monotonous learning atmosphere.

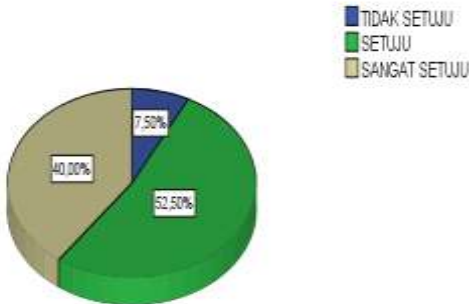
Data The effectiveness of the kahoot application in learning Arabic can be seen in the picture below.



Picture 2. Kahoot's effectiveness in learning Arabic

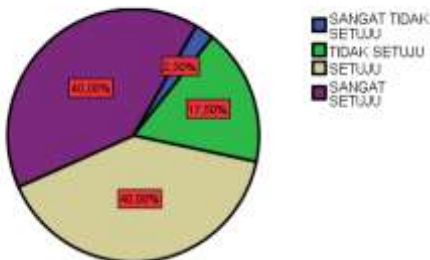
Based on the pie chart above shows that students get positive things in the game Kahoot for learning Arabic with a percentage of 62.50% strongly agree and 37.50% agree.

Based on the results of data processing, it can be concluded that: 1) the use of Kahoot's media in learning Arabic provides benefits to students, where they can be helped in recalling the material given, making them more excited, feeling happy, not feeling bored and being able to participate actively working on Arabic learning questions. Besides that, they can discuss and collaborate in answering the questions displayed on the screen. They also liked the characteristics of the Kahoot game which gave rise to competition among students so they were challenged to be the best in class; and 2) the use of Kahoot's media can foster their interest and motivation in learning Arabic, especially Arabic language structure material. With this increased interest and motivation, their Arabic language abilities can be improved.



Picture 3. Kahoot media fosters students' motivation in learning Arabic

The pie chart above shows that the teaching and learning process using kahoot motivates students to learn Arabic with a percentage of 52.50% agree, 40.00% strongly agree and female students answer do not agree with the percentage of 7.50%. So it can be concluded that students' learning motivation increases with the quiz using the Kahoot application. This is corroborated by the theory of Edgar Dale who is famous for the Conical Experience (Cone of Experience) arguing that the ability of humans to gain knowledge or learning experience of a person is obtained from the sense of seeing as much as 75%, 13% through the senses, and the rest through other senses.



Picture 4. Kahoot Makes Learning More Interactive

From the diagram above shows that 40% of students agree, 40% of children strongly agree, little of the children answered strongly disagree that 2.50% and 17.50% disagree, so it can be concluded that kahoot fosters the enthusiasm of students to learn Arabic and make students more active in learning. So Based on the pie chart above shows the results of the response from students using the kahoot quiz as an interactive media on learning Arabic in class VIII get a very positive and very good response by all students.

Based on the questionnaire categories set by the researchers, the use of kahoot as an interactive media in Arabic learning is categorized into the Good group, this is evidenced by the percentage of 40% students agree, 40% of children strongly agree with the kahoot statement making language learning more Interactive . From the results of the response it can be concluded that using kahoot as an interactive media can make students more motivated in learning and can also encourage students to learn so that learning outcomes can increase.

This research is done by using a class on Arabic material using kahoot as an interactive media. Learning by using interactive media in class VIII is done with a direct learning model that follows 4 phases, namely conveying goals, demonstrating, guiding, evaluating. The analysis used in this study is simple regression analysis with independent variables (x), namely student perceptions and dependent variables (Y) kahoot as a medium for learning Arabic. The results of a simple regression analysis can be seen in the coefficient table on the output of a simple regression analysis using SPSS VERSION 20.00 can be seen as follows:

**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	Media_Kahoot <sup>b</sup>	.	Enter

a. Dependent Variable: persepsi

b. All requested variables entered.

Description: describes the variables included and the methods used in linear regression analysis

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	,420 <sup>a</sup>	,176	,154	,22415

a. Predictors: (Constant), Media\_Kahoot

b. Dependent Variable: persepsi

**ANOVA<sup>a</sup>**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	,398	1	,398	7,913	,008 <sup>b</sup>
Residual	1,859	37	,050		
Total	2,257	38			

a. Dependent Variable: persepsi

b. Predictors: (Constant), Media\_Kahoot

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1,599	,456		3,505	,001
Media_Kahoot	,384	,136	,420	2,813	,008

a. Dependent Variable: persepsi

A = constant number of standardized coefficient in column B, where is 1.589. This number is a constant number which means that if there is no student perception (x), the kahoot (y) media value is 1.599. B = regression coefficient number. The value is 0.387. This number implies that every 1% increase in the student's perception level (x),

the kahoot (y) media value will increase by 0.387. So the regression equation is  $Y = 1.599 + 0.387 x$ . Scores for student perceptions with t count = 2.813 with probability In the table above simple regression analysis test can be known the value of sig  $0.008 < 0.05$  While the table value at the significance level of 5% (0.05) it can be concluded  $H_a$  is accepted and  $H_o$  is rejected.

So we can conclude that there is a student's perception of kahoot as an interactive media of learning Arabic. Based on the table above, it can be seen that students feel the benefits of using Kahoot's media because it makes them more eager to learn Arabic. They also consider that Kahoot's media is an effective, fun and not boring media. Besides that, the use of Kahoot's media can trigger interest and motivation to continue learning Arabic. As mentioned by Arsyad<sup>12</sup> that "learning requires good media to support learning practices and the media can generate new desires and interests and provide motivation and stimulation of learning activities". They also feel excited in answering questions and always want to be at the top.

They also added that they could collaborate in answering the questions displayed so they could answer questions more quickly. After using this Kahoot game, feeling curious about the structure of the Arabic Language has increased. In the end they were able to recall the material given after working on this activity.

From some of these assessment indicators, the average perception of students with the use of Kahoot's quiz platform as "Very Interesting" learning media to be applied and used in learning Arabic, so that the problems and obstacles faced by instructors of Arabic can be overcome by interactive media kahoot. So it can be concluded that, learning Arabic is very suitable to be taught by using kahoot as an interactive media because it can eliminate feelings of saturation and boredom in learning, besides that the existence of learning can foster students' interest in Arabic so that it can encourage students to be happy and excited in learning. Thus the application of this learning fosters the sincerity of students in

learning Arabic so that it can affect students' understanding of Arabic for the better.

## CONCLUSION

Based on the results of data processing, it can be concluded that: Kahoot's media use in learning Arabic Language Structure provides benefits to students where they can be helped in recalling the material that has been given, making them more excited, feeling happy, not feeling bored and being able to actively participate in working on material exercises in the Structure of Arabic. Other than that, they can discuss and collaborate in answering the questions displayed on the screen. They also liked the characteristics of the Kahoot game which gave rise to competition among the students so that they were challenged to be the best in the class and the use of Kahoot's media could foster their interest and motivation in learning Arabic, especially Arabic Language Structures.

With this increased interest and motivation, their Arabic language abilities can be improved. The suggestions that can be conveyed for the next study are to examine whether there are negative impacts from the use of Kahoot's media continuously so that it can be seen how far this Kahoot game can be applied in the teaching and learning process in the classroom. As is well known there are many other types of online games such as Quizzes and so on.

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## ENDNOTE

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