

STUDENT VOICES ON KAHOOT: AN EXPLORATION OF EFL LEARNERS' MOTIVATION IN HIGH SCHOOL

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ABSTRACT

Science and technology development has touched all aspects of life, and education is no exception. The effect of technological development is used to improve the service and quality of education which is always demanded to adapt to the changing times. The implementation of digital technology in the learning process is by using the appropriate learning media, so it can improve the quality of learning outcomes and provide motivation to students. The use of digital technology in the learning process is known as game-based learning. With this method, students are expected to explore learning materials with the help of technology, so that students get a new learning experience that is unique and fun and can increase their learning motivation in learning English. One of these digital platforms is Kahoot. This study aims to determine students' perceptions of the use of Kahoot media to enhance motivation in learning English in Class XII. Data analysis was conducted by descriptive quantitative based on the results of a questionnaire survey that included questions about the use of Kahoot in enhancing students' learning motivation in English learning. The results showed that 18 students of class XII had a fairly positive perception of the use of Kahoot in enhancing motivation in English learning. Based on these results, it can be concluded that Kahoot can enhance students' learning motivation in English learning and it is necessary to increase the intensity of its use to ensure that students get a joyful learning experience and enhance their motivation.

Keywords: *English learning; Kahoot; motivation; perception.*

ABSTRAK

Perkembangan ilmu pengetahuan dan teknologi telah menyentuh seluruh aspek kehidupan manusia, tidak terkecuali pendidikan. Pengaruh perkembangan teknologi tersebut dimanfaatkan untuk meningkatkan layanan dan kualitas pendidikan yang selalu dituntut untuk menyesuaikan perkembangan zaman. Implementasi teknologi digital dalam proses pembelajaran adalah dengan menggunakan media pembelajaran yang tepat, sehingga mampu meningkatkan kualitas hasil belajar dan memberikan dorongan motivasi kepada siswa. Penggunaan teknologi digital dalam pembelajaran dikenal dengan istilah *game-based learning*. Dengan metode tersebut, diharapkan siswa dapat mengeksplorasi materi pembelajaran dengan bantuan teknologi, sehingga siswa mendapatkan pengalaman belajar yang unik serta menyenangkan dan dapat meningkatkan motivasi belajar mereka dalam pembelajaran Bahasa Inggris. Salah satu platform digital tersebut adalah Kahoot. Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap penggunaan media Kahoot untuk meningkatkan motivasi dalam pembelajaran Bahasa Inggris di Kelas XII. Analisis data dilakukan secara deskriptif kuantitatif berdasarkan hasil survei kuesioner yang mencakup

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pertanyaan penggunaan Kahoot dalam meningkatkan motivasi belajar siswa pada pembelajaran bahasa Inggris. Hasil penelitian menunjukkan bahwa siswa kelas XII sebanyak 18 orang, memiliki persepsi yang cukup positif terhadap penggunaan Kahoot pada pembelajaran Bahasa Inggris. Berdasarkan hasil tersebut, maka dapat disimpulkan bahwa Kahoot dapat meningkatkan motivasi belajar siswa pada pembelajaran bahasa Inggris dan perlu ditingkatkan intensitas penggunaannya agar siswa mendapatkan pengalaman belajar yang menyenangkan dan motivasi mereka dapat meningkat.

Kata Kunci: *Pembelajaran Bahasa Inggris; Kahoot; motivasi; persepsi.*

INTRODUCTION

Over the years, science and technology have been expanding rapidly and affecting all aspects of life. The development of ICT (Information Communication and Technology) is indispensable in the world of education. Thomas, ((2014), as cited in Safitri, (2024)) argues that these digital developments are utilized to improve the quality and service of education. Education is always required to be able to adjust the development of information and communication technology, especially in the learning process. Learners are expected to be active by providing opportunities and space to explore and communicate with the peers through the use of digital technology. The optimal application of digital technology is also expected to help students realize the demands of 21st century learning, namely 4C (Communication, Collaboration, Critical and Creative Thinking and Problem Solving) (Afandi et al., (2013), as cited in Sulistiyawati et al., 2021)).

The implementation of digital technology in the learning process is carried out by selecting the right learning media. According to Suryani et al., (2018) learning media is a medium or tool used in learning to convey messages from educators to students. In other words, learning media is any tool used to make it easier to achieve learning goals and in the delivery of material. The selection of learning media is important because if the right media is chosen, it will produce good learning outcomes and vice versa. The right learning media can bring benefits in the student learning process as stated by Sudjana & Rivai (1992), including: (1) it can foster learning motivation because the learning process becomes more interesting; (2) the media can make the meaning of learning materials clearer; (3) the media can make variations in learning methods more varied; (4) the media can make student activities more during learning activities, so that they are not only centered on educators.

On the same lines, Rohmawati (2022) in her book states that the effective use of learning media increases student participation and activeness in the learning process because the learning environment becomes more dynamic and attractive. Moreover, learning media also helps to convey abstract material or concepts to be more easily understood by students. The proper learning media could be used to improve the efficiency of the teaching process through the development of learning methods and approaches (Syarifudin & Utari, 2022).

By using technology, learning media becomes various and innovative. Learning can be integrated into a game, but it does not lose the substance of learning itself. One of these innovations is simulation-based educational games as educational media that has a learning by doing model (Vitianingsih, 2017).

One of the platforms that can be used as a game-based learning media is Kahoot. Kahoot is one of the learning media that can be used to develop assessments with pre-test or post-test activities, or problems that must be solved. Kahoot features quizzes, games, discussions and surveys that involves students with a direct response system. This website is also able to indirectly increase students' thinking speed with a limited time feature to work on the questions presented.

In previous research related to the use of Kahoot as a learning media by Perdana et al., (2020) showed that almost all students had a good perception of the use of Kahoot media in the Indonesian language learning process, which was 48% very good and 44% good. Similarly, research by Ilhami, (2019) on Arabic language subjects showed positive student perceptions, with 62.5% strongly agree and 37.5% agree on the use of Kahoot media. Kahoot is easy to use and has an attractive appearance, so that the research conducted by Firdiansyah & Pamungkas, (2021) on the use of Kahoot as a learning evaluation media for economics courses shows positive perception results.

With several features in Kahoot such as pictures and short games, Kahoot can also be a learning media that can increase students' learning motivation in the course. However, so far it is still difficult to find research that discusses students' perceptions of using Kahoot to increase motivation in English learning. Considering that it is important to provide and increase students' motivation, this study was conducted. Specifically, this study was conducted to answer the question: How do students perceive the use of Kahoot to increase motivation in English learning?

Kahoot has been widely used in various learning models in educational settings and there have been many studies related to Kahoot in various contexts. However, this study specifically focuses on the use of Kahoot in the English language classroom in an EFL context in high school. Whereas previous research has only focused on Kahoot's involvement in learning, this study was conducted to explore students' perceptions of using Kahoot to gain an understanding of the impact of game-based learning on motivation in language acquisition. By focusing on students' perceptions, the research helps to expand the literature on understanding the use of digital learning tools in influencing motivation and improving the quality of education (Yu et al., 2021). Ultimately, this research provided educators and future researchers with a wider understanding of the challenges and opportunities faced by high school students in the use of game-based learning in the context of language learning.

METHOD

The purpose of this study is to explore how students perceive using Kahoot to increase motivation in English language learning. The data for this study was collected using a quantitative survey approach. According to Bell (2010), quantitative research looks at how different sets or facts relate to each other. The researcher conducts a planned and systematic investigation using numerical data and the findings usually result in quantitative conclusions.

Participants of the Study

There were 18 EFL student participants in this study and there were no eliminations. The subjects of the study were XII-IPA class students of SMA Walisongo Semarang.

Instruments of the Study

Instrument to collect data on student perceptions of the use of Kahoot in enhancing motivation in learning English are questions about student affection, student experience on the use of the platform in enhancing motivation, the effectiveness of using the platform and student feedback on the use of the platform.

Procedure of Data Collection

The researcher used a questionnaire to collect the inquiry data. Google Form was used to create the questionnaire which was then sent online to the participants via WhatsApp. The questionnaire contained 18 questions about the use of Kahoot in enhancing motivation.

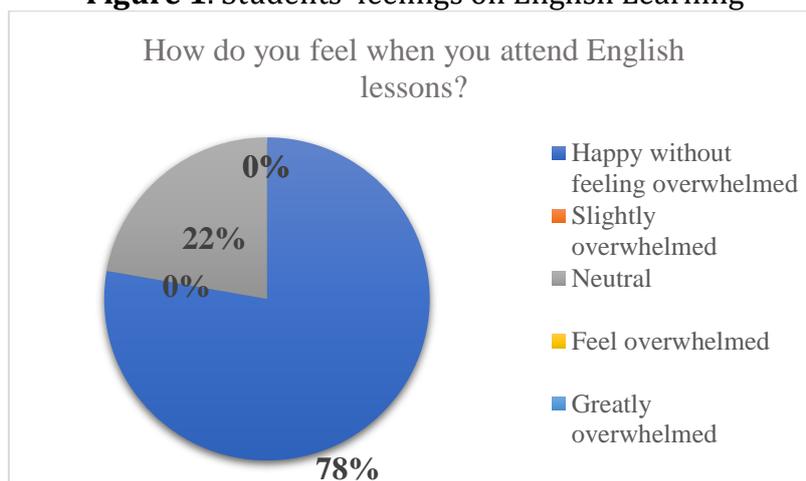
Techniques of Data Analysis

Descriptive analysis was used to examine the data that had been collected through questionnaire. This technique was chosen for data interpretation because the researcher wanted to present a detailed description of the phenomenon of using Kahoot in increasing motivation in EFL. However, the researcher does not make causal claims about why Kahoot can affect motivation.

FINDINGS

Below are the results and discussion of the student perception questionnaire on the use of Kahoot in increasing motivation in English learning.

Figure 1. Students' feelings on English Learning



Based on the diagram above, 78% of the 18 participants chose "happy without feeling overwhelmed" when taking part in English lessons. This shows that the teaching methods used are successful in creating a fun and supportive learning atmosphere, so that students feel motivated and comfortable. While the other 22% who chose "neutral" can be interpreted that English learning does not give a strong

emotional impression, either positive or negative. It is likely that students do not feel a significant impact from the learning carried out.

Overall, the results of the diagram above show a dominant positive response which can be an indication that the methods used in the classroom successfully provide an enjoyable learning experience.

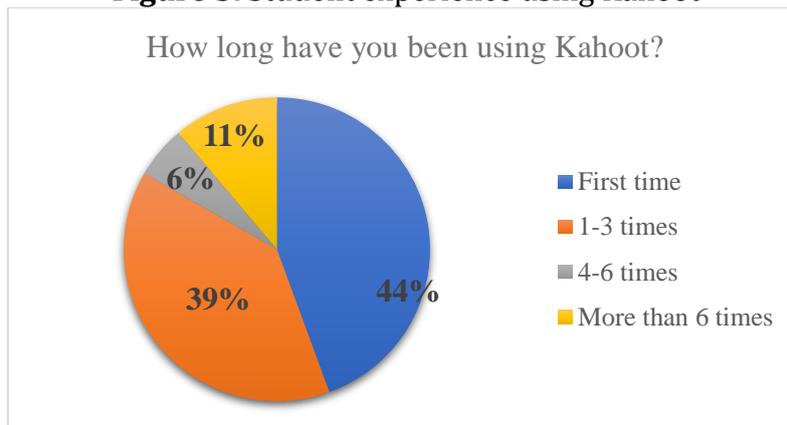
Figure 2. Student recognition on Kahoot website



It can be seen from the diagram above that 61% of the 18 participants already knew the Kahoot website. This result shows that students who have known this website have previous experience in using Kahoot and can adapt to the use of this platform in further learning activities. While the remaining 39% are not familiar with Kahoot. This result is an indicator for educators to introduce digital platforms as a support for learning media in the classroom.

Overall, these results are positive although there still requires orientation and introduction of the platform to students in order to adapt properly to technology.

Figure 3. Student experience using Kahoot

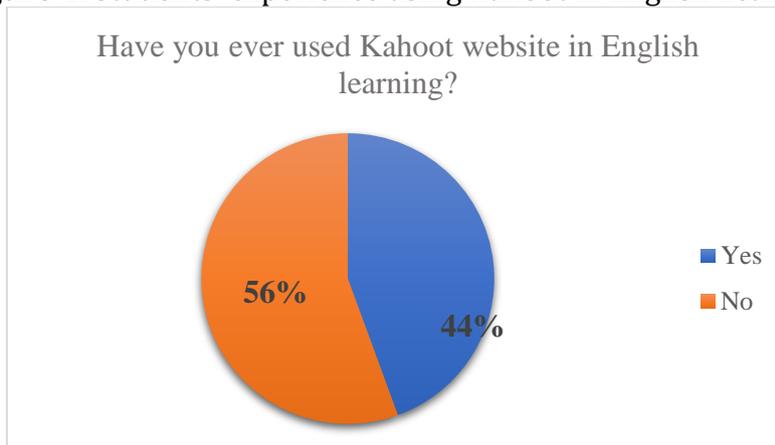


Based on the diagram, it can be seen that students' experience in using Kahoot was highly varied. A total of 44% of the 18 students were using Kahoot for the first time, which indicates that almost half of the students have no previous experience with this platform. This is an indication for educators to provide an introduction and habituation to using Kahoot in the classroom.

A total of 39% of students used it 1-3 times, which means they have some experience with Kahoot, but are not yet fully familiar with it. Students who used it 4-6 times amounted to 6%, and the remaining 11% used it more than 6 times. Both results show that Kahoot is a platform that is often used by educators to take assessments on subjects.

The overall results show that students have used Kahoot a lot in learning, so they do not find it difficult if educators implement Kahoot in learning.

Figure 4. Students' experience using Kahoot in English Learning



Based on the results of the diagram above, 44% of students answered "Yes" and the remaining 56% answered "No" to the question whether you have ever used Kahoot website in English learning.

This shows that Kahoot is rarely used in English learning, so it is important for educators to start using this platform to make learning more interactive and interesting as well as an effort to increase student motivation in learning.

Table 1. The Use of Kahoot to Increase Student Motivation in English Learning

Questions	SA	A	MA	D	SD
Do you feel more motivated to learn English when/while using Kahoot?	17%	33%	50%	0%	0%
Does using Kahoot make learning English more enjoyable?	33%	28%	39%	0%	0%
Do you feel more excited in English lessons with Kahoot?	17%	33%	50%	0%	0%
Do you think that Kahoot media makes learning less boring?	17%	39%	22%	17%	5%

Based on the data table above, it can be seen in the first question that 17% of students chose "Strongly agree". It shows that after educators use Kahoot as a learning media, students feel more motivated to follow English learning than before the use of Kahoot. Then, as many as 33% of students chose "Agree" and 50% of students chose "Moderately Agree" which indicates that students did not really feel a significant change in motivation in participating in English learning in class.

In the second question, 33% of students chose “Strongly Agree” which indicates that students feel the use of Kahoot makes English learning more enjoyable compared to before the use of Kahoot. While 28% of students chose “Agree” and 39% of students chose “Moderately Agree” which indicates that students did not feel a significant change in atmosphere and change in learning experience in learning English. This can be a reflection for educators, besides using game-based technology media, educators must also choose the right learning method.

In the third question, only 17% of students chose “Strongly Agree”. This is an indication that only a few students feel more excited in learning English with the use of Kahoot. While 33% of students chose “Agree” and the remaining 50% chose “Moderately Agree”. This is an indication that students feel usual when following English learning after the use of Kahoot.

In the fourth question, 17% of students chose “Strongly Agree”. This means, the use of Kahoot in learning succeeded in making them not feel bored when learning was going on. Then, 39% chose “Agree” and 22% of students chose “Moderately Agree”. It can be concluded that students do not really feel a significant impact with the use of Kahoot on their mood. In this question also appeared the answer “Disagree” as much as 17% and “Strongly Disagree” as much as 5%, which means that there are some students who actually feel that the use of Kahoot in class does not bring any change and makes them feel more bored.

Overall, questions related to the aspect of enhancing student motivation with the use of Kahoot brought quite positive perception results from students. The use of Kahoot can be improved in learning so that it is not only a media for assessing learning outcomes, but also as a media for delivering material instead of power point.

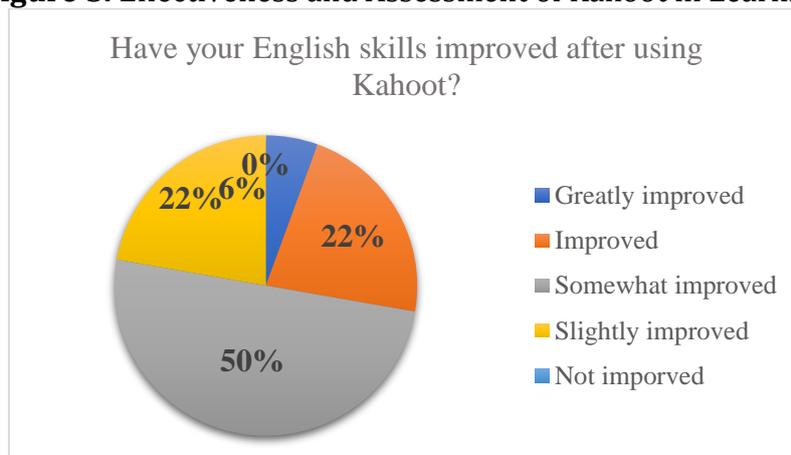
Table 2. The use of Kahoot in improving students' understanding of the material

Questions	SA	A	MA	D	SD
Does Kahoot help you understand English materials better?	22%	50%	28%	0%	0%
Do the questions on Kahoot help you remember the lessons that have been taught?	22%	33%	45%	0%	0%

Based on the answers from the table above, in the first question 22% of students chose “Strongly Agree” which indicates that students feel faster in understanding the material with the help of Kahoot than without Kahoot. While 50% of students chose “Agree” and 28% of students chose “Moderately Agree”. This means that students do not really feel the help of Kahoot in understanding the material presented.

In the second question, 22% of students chose “Strongly Agree” which means that students remember the material that has been taught. Kahoot acts as a medium for students' brief assessment of the lesson. Then as many as 33% of students chose “Agree” and 45% of students chose “Moderately Agree”. This means that students feel Kahoot has no significant impact on helping students remember the lessons taught. These results are an evaluation for educators to continue to look for the right media that can help students understand the material.

Figure 5. Effectiveness and Assessment of Kahoot in Learning



Based on the diagram above, it can be seen that 6% of the students chose “Greatly increased” and 22% of the students chose “Improved” which means Kahoot provides a new learning experience that is effective for them to improve their English skills. Although, the majority of students as much as 50% chose “Somewhat improved” which indicates that the use of Kahoot might only improve their English skills on a fairly significant scale. The remaining 22% who chose “Slightly improved” may feel a more modest impact from using Kahoot in learning. Students may also need more use of Kahoot and the help of other methods/approaches in improving their English skills.

Table 3. Effectiveness and Assessment of Kahoot in Learning

Questions	SA	A	MA	D	SD
Do you think the questions on Kahoot reflect what has been taught in class?	33%	39%	28%	0%	0%
Is assessment through Kahoot more fair than a regular written test?	22%	44%	28%	6%	0%

Based on the data table above, in the first question it can be seen that 33% of students chose “Strongly agree” which shows that the Kahoot quiz questions have represented what has been taught in the previous lesson. Then 39% of students who chose “Agree” and as many as 28% of students who chose “Moderately agree” felt that the questions that appeared on the quiz were not completely the same as what was taught. Perhaps students also lacked preparation for the quiz so they did not really improve on the previous learning.

Then in the second question, 22% felt “Strongly Agree” that the assessment conducted in Kahoot is fairer than the usual written test because the students may feel that the scores are more transparent and provide comfort and a unique experience. As many as 44% of students who chose “Agree” and 28% of students who chose “Moderately agree” may feel that Kahoot assessment is just a more relaxed and flexible alternative as an assessment medium because Kahoot is more relaxed than regular written tests. However, they are not fully convinced that the assessment from Kahoot is fairer. Then came 6% of students who “Disagree” that

Kahoot is fairer. Students may feel that the assessment implemented through Kahoot is less in-depth.

Overall, on the aspects of effectiveness and assessment on learning, Kahoot brings quite positive results to continue to be applied in classroom learning.

Table 4. Usability and Efficiency of Kahoot Website

Questions	SA	A	MA	D	SD
Is Kahoot easy to use?	22%	50%	28%	0%	0%
Are you able to follow Kahoot's usage instructions without any difficulty?	33%	45%	22%	0%	0%
Do you find Kahoot's visual appearance attractive?	28%	39%	33%	0%	0%

Based on the results of the data table above, the first question shows that 22% of students chose "Strongly agree". This means that students feel comfortable and have no significant difficulties in using this platform. Students also feel a new learning experience through the use of Kahoot. As many as 50% of students who chose "agree" may feel that the features of Kahoot are a bit difficult to use and students have not fully mastered them. Then, as many as 28% of students who chose "Somewhat agree" may feel the same way.

In the third question, it can be seen that 28% of students chose "Strongly agree" indicating that they felt Kahoot elements such as the colors, animations and layout of Kahoot supported their learning experience. This attractive appearance can also increase their learning motivation. Then as many as 39% of students who chose "agree" also consider that Kahoot has visuals that attract attention on a scale that is not strong. The remaining 33% who chose "moderately agree" may consider that Kahoot's variety and appearance could be further improved to attract their attention.

Overall, Kahoot's visual appearance can be rated positively by some students as it provides a new experience in the learning process. However, evaluation needs to be done to adjust students' preferences towards the visualization of this platform.

Table 5. Students' Critics and Suggestions for the Use of Kahoot in Learning
Question: What do you like about using Kahoot in English learning?

Participants	Responses
KPM	More fun
LAP	Features
RAP	Easy to work on
RSP	More fun and easy to use
MNJ	Easy to understand
MAZ	all like
KKS	very exciting because it is very helpful
AA	easy to understand explanation
DAP	Easier to understand
HR	reduce boredom learning from modules
VHV	help for possible translation (because before I had never used the application)

MRR	Learning becomes less boring
HAR	Learning is not boring
WHK	Because kahoots are easy to understand
AW	increased student engagement, improved classroom dynamics, higher motivation, quick feedback and higher energy levels throughout the session
MDA	easy
GAJ	practical
MFM	quick to answer

There are a variety of responses from students which can be concluded that Kahoot makes learning more exciting and less boring. Learning also becomes more interactive and fun. Kahoot is also easy to use so that students who are not familiar with Kahoot can still do well. Students also feel that using Kahoot can increase motivation in the classroom by creating an atmosphere of healthy competition and encouraging students to be more active in learning. With Kahoot's quick feedback on quiz results, students can also immediately evaluate their weaknesses and strengths on the learning material.

Question: What are your suggestions for the use of Kahoot to make it more effective in English learning?

Participants	Responses
KPM	more focus to make learning more exciting
LAP	more frequent (in the use of kahoot in the classroom)
RAP	Every lesson is integrated with Kahoot
RSP	More pictures might attract more interest
MNJ	made even more interesting
AW	can test their knowledge, repeat important concepts, and help them remember information
MDA	according to my suggestion used to give answer questions

Based on the results of student responses, it can be concluded that students are interested in using Kahoot more often in all subjects. Students also suggested that in the implementation of Kahoot, more pictures should be added to attract students' interest, especially in language learning. Students also hope that Kahoot can be used as a medium for simple assessment of subjects or repetition quizzes to strengthen students' understanding of the material.

DISCUSSION

Based on questionnaire data about the perception of students of class XII-IPA SMA Walisongo Semarang towards the use of Kahoot to enhance motivation in English language learning, it showed fairly positive results. This is because Kahoot is very rarely used in English learning, so students feel less familiar when using the platform.

Students' perception towards English learning (before using Kahoot) showed positive results. Students were enjoyed attending English class without feeling overwhelmed. This means that the methods and approaches used in learning are proper, thus students feel comfortable in the class. Therefore, the development of methods and innovations in learning can be carried out to enhance students' learning motivation and obtain better learning outcomes. The development can be carried out by using the right learning media, so students' motivation and understanding can increase (Tafonao, 2018).

One of the learning media that could be used in this context is Kahoot. As a game-based interactive learning media (Permana, 2021), Kahoot can be used to enhance students' learning motivation. This platform has been widely recognized by students, so students will not have too much difficulty in using it. Nevertheless, it turns out that students of XII-IPA class of SMA Walisongo Semarang rarely use Kahoot in learning at school. In English learning at SMA Walisongo Semarang, Kahoot is also rarely used in the classroom. This is one of the evaluations for educators to integrate Kahoot in learning because Kahoot is one of the game-based learning media that helps students enhance the potential and quality of learning outcomes. As stated by Dellos (2015), that learning becomes more conducive and students will be able to solve problems with critical thinking skills with the help of game-based learning media.

Regarding the use of Kahoot to enhance motivation in English language learning, the results are quite positive as illustrated in Table 1. Although overall students did not feel a significant impact, but considering the integration of technology in learning, these results can be categorized as good. This is in line with research by Putri & Muzakki (2019); Hartanti (2019) which shows that the use of Kahoot can increase student learning motivation. So, with the existing results, Kahoot should be a medium that is frequently used in the classroom to be able to improve student learning motivation.

As a learning media, it showed that Kahoot was also able to improve students' understanding of the material taught, although not significantly. Before answering assessment questions in Kahoot, teachers can provide brainstorming to help students remember the material that has been taught. With an understanding of the material, student learning motivation will also increase (Sulistiyawati et al., 2021).

In the aspect of effectiveness of using Kahoot in learning, it showed quite positive results. Students' English proficiency is quite improved with the use of Kahoot in learning. This improvement is based on the improvement of motivation experienced by students. Although it was not so significant, but this improvement also proves that Kahoot is a learning media that can boost students' motivation to learn. Students also considered that the questions in the Kahoot quiz were in line with the material taught. This proves that Kahoot can be a media for recalling learning materials or as an assessment media in learning. Bunyamin et al. (2020) also stated that learning evaluation in the digital era can be done through Kahoot media. This is also one of the advantages of Kahoot, as a learning evaluation (Dewi & Mujib, 2018). With the use of Kahoot as an assessment media, students considered that Kahoot was more fair than regular written tests. Kahoot provides immediate feedback, so students can see and evaluate their weaknesses independently. With

this feature, it is expected that students' learning motivation will increase because of the competition that occurs when Kahoot assessments are held.

On the aspect of the ease and convenience of the website, students agreed that Kahoot is easy to use and the instructions are clear. For students who use Kahoot for the first time, it will not be difficult to do Kahoot quizzes. Kahoot also has a display with a combination of attractive images, colors and features that provide a new and enjoyable learning experience for students. With attractive features and visual displays, students' attention and concentration on the material and quizzes are more focused (Affrida, 2017); Perdana et al. (2020)). With this focus, learning can be more effective (Erlinaini, 2022) and student motivation in attending learning will increase. Supported by Safitri (2024), that learning becomes conducive, interactive and interesting with the use of Kahoot, and can make learning to be less boring, interesting and provide a fun learning experience (Hartanti, 2019).

According to the results of this study, the majority of students liked using Kahoot because Kahoot is easy to understand, fun and makes learning more interesting with its features. Another student also stated that using Kahoot is more enjoyable than conventional learning through modules. In line with this, Putri & Asrori (2019) stated that compared to the use of learning media such as textbooks and modules, Kahoot is more attractive with the interface provided.

Furthermore, students gave suggestions regarding the use of Kahoot in learning, that it should be used frequently. One of the reasons is that Kahoot can assess their knowledge and review important concepts that have been taught in learning through the quiz that is held using Kahoot. Indirectly, Kahoot also improves students' critical thinking with the timing feature (Cameron & Bizo (2019); Felszeghy et al. (2019)). Students' learning quality and motivation can be improved using Kahoot learning media (Muhammad Fathi Nur Fadly & Prima Mutia Sari, 2022).

Overall, based on the answers obtained, it showed quite positive results. Although it is relatively low, the enthusiasm of students in using Kahoot in learning is quite high. This can be a concern for educators to continuously use digital learning media such as Kahoot in learning, especially to increase student learning motivation. As stated by Rafnis (2019), innovation in learning technology is needed, so the quality and learning outcomes are getting better.

CONCLUSION

Kahoot as a game-based learning media is considered to be able to enhance students' motivation in learning English. Enhancing students' motivation by using Kahoot can be done by continuing to implement Kahoot in learning to enrich students' learning experience in class and familiarize students with the Kahoot interface. Kahoot can help students in recalling the material taught with a simple quiz feature with visuals that attract students' attention. The quiz becomes an alternative assessment besides written tests for students because it is flexible and provides immediate feedback. So that it can help students evaluate their shortcomings and strengths.

This study has shortcomings in the number of research subjects that represent the voices of all students at SMA Walisongo Semarang. In addition, this research is only limited to the use of the platform to increase student motivation, so

it is hoped that future research can examine more in-depth such as studies regarding the use of Kahoot on increasing interest in learning in subjects and increasing student learning outcomes.

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APPENDIX

The use of Kahoot in giving quizzes on Argumentative Text material (Asking and Giving Opinions)

