

Utilization Of Kahoot Game-Based Learning Media for Vocational School 6 Bengkulu City

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Abstract

The purpose of this study was to determine how Kahoot is used as a learning medium at SMK N 6 Kota Bengkulu in Vocational Subjects. The research method used is qualitative. The subjects of the study were Class XI TKJ. Data collection techniques used were observation, interviews, questionnaires, and documentation. Based on the data obtained from the results of the study, both obtained from the results of observations, interviews, filling out student response questionnaires, and documentation with class 80, % of students think that Kahoot game-based learning media is useful for students, and students who were interviewed also know about Kahoot and think that the Kahoot application is a fun application to use in the learning process. Utilization of Kahoot game-based learning media, especially in Vocational subjects at SMK Negeri 6, Bengkulu City. For students, using Kahoot media is more fun than having to write questions and answers in a notebook.

A. Introduction

Today, significant advances in telecommunication technology in the educational context are gradually migrating the teaching-learning process from traditional textbook-based lectures or “chalk and talk” teaching to new ways of learning with opportunities for collaboration and sharing of teaching-learning resources (Mahbub, 2020).

Technology in education is used as an intermediary to achieve learning goals. The existence of the Internet Network allows us to be able to learn anywhere and anytime with a very wide coverage (Hardianti, 2023).

Improving the quality of learning is a continuous and ongoing process to be continuously carried out by a teacher. It is highly expected that a teacher in the current era is able to adapt to technological advances and then modify classroom learning with various current media, one of which is the application (Harsiwi & Arini, 2020; Rosita, 2022).

Learning media are all the means that help a teacher in delivering material. The word media comes from the Latin medius which means 'middle, intermediary, or introduction'. According to Gerlach and Ely, in general, media are all things that create conditions that enable students to acquire knowledge, skills, or attitudes (Akbar et al., 2021; Putra & Nugroho, 2016).

The game-based learning (GBL) method is a method that is relevant to the current situation because it is related to digital technology. The GBL method is a method that can be used to increase learning effectiveness and help the learning process by utilizing game application media (Sembiring & Listiani, 2023).

Gamification-based teaching and learning activities enable students to engage in meaningful communication and take an active role in their own learning. Activities based on games stimulate learners and motivate them to learn on their own (Kaur & Nadarajan, 2020). Emphasizing that learning games are effective tools and can serve a variety of purposes ranging from teaching various skills, behavioral patterns,

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theories, language, creativity to communication. Among the most popular gamification tools are Socrative, Kahoot!, FlipQuiz, Duolingo, Ribbon Hero, ClassDojo and Goalbook (Benhadj et al., 2019).

Kahoot is an online application in the form of quizzes or practice questions that are developed and presented in the form of games. When accessing Kahoot, students get points for answering the quiz correctly and their names will be displayed in the player list when playing Kahoot. The Kahoot application makes it easy for teachers to evaluate students (Hakim et al., 2019).

In the Kahoot educational game, there are two ways to play, namely Classic and Team Mode. Playing the classic mode means that students play individually, while playing the team mode means that students play in groups. If you play the classic mode, one student's name will appear (Wigati, 2019).

1. Engagement Gap: Although Kahoot! is designed to increase engagement, some students may still be less active.
2. Feedback Gap: Not all students may get the same feedback, depending on how the teacher manages the session.
3. Learning Outcome Gap: It is possible that not all students experience improvements in learning outcomes despite using Kahoot!.

The researcher tried to conduct observations at a vocational school, namely SMKN 06 Bengkulu City. SMKN 06 Bengkulu City is one of the vocational schools that opens several expertise programs. one of which is the Computer Network and Telecommunication Engineering Department. In this department, students are equipped with knowledge, attitudes and skills to be competent in the field. The observations made on December 6, 2023, showed a lack of student interest in learning and a high intensity of students towards playing with gadgets. The learning activities carried out are boring and often make students bored. Therefore, learning media is needed that is packaged well and creates attraction so students feel at home in learning.

One learning media that can attract students is Kahoot-based learning media. This is in accordance with research conducted by Andari (2020) with the title "Utilization of Educational Learning Media Based on Kahoot Games! In Physics Learning". The content of this study is the utilization of Kahoot Learning Media carried out in two classes, namely class A as a control class with the application of Power Point-based quizzes and class B as an experimental class with interactive quizzes using Kahoot. Seeing the gap between what we have done and what we will do (to see the novelty of our research compared to previous research). The similarity of Andari's (2020) research with the researcher lies in the use of Kahoot media. While the difference lies in the learning, Andari's research discusses Physics learning, while the researcher's research discusses Vocational learning.

Research conducted by Rafnis (2019) entitled "Utilization of the Kahoot Platform as an Interactive Learning Media". The content of the study is to conduct a direct experiment on the use of the Kahoot platform on students of the Management Study Program, Faculty of Economics, Campus II, Andalas University, Payakumbuh in the Business Feasibility Study (SKB) course. The similarity of research by Rafnis (2019) is that both use Kahoot media as an evaluation tool. While the difference is the object of study, in the study Rafnis (2019) conducted research with students, while the research conducted by the researcher was with students of SMK N 6 Kota Bengkulu.

The purpose of this study is to determine how to utilize Kahoot as a learning medium at SMK Negeri 6 Bengkulu City in Vocational subjects. Therefore, this study will be conducted with the title Utilization of Kahoot Game-Based Learning Media at SMK Negeri 6 Bengkulu City.

B. Research Methods

The research method used is a qualitative method. Qualitative research is a research method that aims to gain an understanding of reality through an inductive thinking process. In this study, researchers are involved in the situation and background of the phenomenon being studied. Researchers are expected to always focus on facts or events in the context being studied (Adlini et al., 2022).

Lestari (2019) states that "qualitative research methods are research methods that focus on understanding social phenomena from the perspective of humans in natural settings. Phenomenological studies are designed to describe and interpret by determining their meaning as perceived by the people who have participated.

The subject of the research was SMK N 6 Bengkulu City, especially class XI TKJ. SMKN 06 City. The object of the research is how to use Kahoot media in learning. This research was conducted on May 13, 2024- May 22, 2025. This research was conducted at State Vocational School 6, Bengkulu City.

This research was conducted in three stages, namely:

- a. Research Preparation Stage. Activities carried out in the preparation stage include:
 - 1) Initial observations were conducted to carry out preliminary studies through observations of the learning process in terms of methods, use of learning tools and learning models at the school where the research will be conducted.
 - 2) Conducting a literature study of relevant theories regarding the learning model to be used, this is done to obtain an accurate theory regarding the problem to be researched.
 - 3) Studying the curriculum regarding the subject matter used as learning material in research to find out the objectives and basic competencies to be achieved.
 - 4) Consultation with the school and teachers in the field of study regarding the research time, population and samples that will be used as research subjects.
 - 5) Preparing learning tools in the form of lesson plans and creating and compiling questions.
- b. Research Implementation Stage
 - 1) Implementing learning in Vocational Subjects.
 - 2) Providing Vocational questions to grade XI TKJ students of SMK N 6 Bengkulu City using Kahoot learning media.
 - 3) During the process of working on the questions, the researcher will observe the implementation of the question answering activities.
 - 4) Researchers will interview students about Kahoot learning media.
- c. Final Stage of Research
 - 1) Processing test data results.
 - 2) Processing the results of interviews conducted with class XI TKJ students.
 - 3) Provide conclusions based on the results obtained from data processing.
 - 4) Create a research report.

Observation, interviews, documentation and questionnaires

a. Observation Sheet

This study uses systematic observation because the researcher's guidelines are its instruments. All previously established observation activities are based on a framework containing factors that have been classified, the content and extent of observation materials have been clearly and firmly determined and limited, while the technical implementation is by conducting direct observation.

b. Student Response Questionnaire

The student response questionnaire was given to students at the end of the study. This instrument aims to assess the use of Kahoot media based on student responses and comments. This student response questionnaire was compiled with 2 alternative answers, namely Agree (A) and Disagree (D).

Research is the most important part of a field of science that functions to play an important role in the development of science. Bungin explains that research also places the most urgent position in science, namely developing and maintaining it from extinction. In this case, the function of research is the ability to upgrade or update science so that it remains up-to-date, sophisticated, axiological, and applicable to society.

1. The learning media used is Kahoot Learning Media.
2. The courses studied in this research are vocational courses.
3. This research was conducted at SMK N 6 Bengkulu City in class XI TKJ

C. Results and Discussion

When conducting the evaluation, researchers made observations to see whether students were interested in using Kahoot or not.

Table 1. Results of Observations While Using Kahoot

No.	Observation Aspect	Student Response	Yes	No
1.	Researchers condition students to be ready to carry out evaluations	Students are interested in the use of Kahoot Media	✓	

No.	Observation Aspect	Student Response	Yes	No
2.	Using Kahoot Researchers display questions in Kahoot	Students are interested in using Kahoot media during learning	✓	
		Students have motivation in learning	✓	
		Students' attention is focused on the questions displayed	✓	

Table 2. Results of the Student Response Questionnaire

Question Items	Answer Options		Amount
	A	D	
P1	30	0	30
P2	29	1	30
P3	29	1	30
P4	29	1	30
P5	29	1	30
P6	30	0	30
P7	29	1	30
P8	29	1	30
P9	30	0	30
P10	24	6	30
Amount	288	12	300
Average	28.8	1.2	30
Percentage	96%	4%	100%

In the results of the study entitled Utilization of Educational Game-Based Learning Media Kahoot! In Physics Learning, the results of distributing questionnaires to students regarding responses to the use of educational game media Kahoot! which were tabulated and calculated by comparing the percentage of student responses. It can be seen that as many as 20 students (54.1%) had a very interesting response to the use of educational game media Kahoot. Students (29.7%) had interesting responses, 4 students (10.8%) had moderate responses and only 2 students (5.4%) had interesting responses. %) less interesting responses. The difference with the research I did was in the results of the study, where the students studied (80%) considered the Kahoot media very interesting.

The use of kahoot as an evaluation of Vocational learning at SMK Negeri 6 Kota Bengkulu in class XI TKJ is included in formative evaluation, namely an evaluation used after a chapter has been completed. The use of kahoot as a learning evaluation is carried out in the lab room by the teacher sharing the kahoot link then students access the kahoot game link via their respective computers. With the learning evaluation using kahoot, students can immediately find out the value of the questions they have worked on, and teachers can automatically get a report containing the names of students and their values that can be downloaded in Microsoft Excel format.

The implication for the field of science is that Kahoot media can be used as an alternative learning media in evaluating students. It is hoped that future researchers will research not only one class and not only one course.

D. Conclusion

Based on interview data, observations, student response questionnaires and documentation obtained during this study, researchers can understand the use of Kahoot game-based learning media, especially in Vocational subjects at SMK Negeri 6 Bengkulu City. For students, the use of Kahoot media is more fun than having to write questions and answers in a notebook.

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