

## IMPROVING MOTIVATION TO LEARN USING THE KAHOOT APPLICATION IN TENTH GRADE STUDENTS OF SMA MUHAMMADIYAH 1 SURAKARTA

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**Abstract:** This study aims to determine the use of the Kahoot application to improve the learning outcomes of students in tenth grade students of SMA Muhammadiyah 1 Surakarta. This research is a classroom action research conducted in two cycles, with research procedures for each cycle covering four activities, namely: (1) planning, (2) implementing actions, (3) observing, and (4) reflecting. The research subjects were students of tenth grade. The data sources came from informants and documents. The data collection of learning motivation was done by using observation, interview and questionnaire techniques. Validity test using triangulation method. Data analysis used descriptive statistics and interactive models for qualitative data. The research performance indicator is set at 85%. The results showed that the use of the Kahoot application could increase students' learning motivation. Student learning motivation in the first cycle is known from the questionnaire results of 77.57%, in the second cycle the questionnaire results show 88.04%.

**Keywords:** learning, motivation, kahoot

### INTRODUCTION

The Covid-19 pandemic has changed the order of human life in various fields. Education is one of the areas that gets the spotlight. This is due to a change in the learning system from Face-to-face Learning (F2L) to Distance Learning (DL). These changes require adjustments from both teachers and students to remain conducive in the implementation of learning. Minister of National Education Regulation No. 32 of 2013 emphasizes that the learning process in educational units must be carried out interactively, inspiring, fun, motivating students to participate actively, creativity and independence. Therefore, despite the conditions of DL, teachers must be able to plan a learning process that is able to motivate students to actively participate in virtual classes.

Chasiyah (2009: 98) suggests that the success of student learning is influenced by two factors, namely internal and external factors. Motivation is one of the internal psychological factors that must be met in order to be successful in learning. Brophy (Woolfolk, 2009: 226) describes motivation to learn as a tendency to consider academic activities meaningful and useful so that they try to achieve them. Measurement of learning motivation can use indicators from Woolfolk (2009: 227) including (1) sources of motivation: interest and curiosity, (2) types of involvement, (3) belief in abilities.

A phenomenon in secondary education in the form of Senior High School called SMA shows that the condition of students' learning motivation during DL activities has decreased compared to F2L activities. The results of observations made at SMA Muhammadiyah 1 Surakarta regarding students' learning motivation in virtual classes using google classroom and meet show the following results: (1) the teacher has tried to provide stimulus in the form of question and answer activities, discussions, and presentations but has not been able to generate motivation of students, (2) supervision carried out cannot be carried out optimally because the condition of the camera is not turned on is constrained by unstable connections so that it is difficult to observe student activities during learning, and (3) evaluation activities using google forms cannot be used as accurate measurements of achievement of learning outcomes due to insufficient information to

know the difficulties faced by students directly. In addition, the results of interviews conducted with students showed that there was a decrease in motivation in learning. This was caused by several factors including: (1) boredom in DL activities that had occurred during the academic year, (2) absence from class meeting teachers and friends made the spirit of competing actively involved decrease, and (3) the condition of the family environment was not conducive. in study.

The decrease in motivation is a challenge for teachers to find solutions to problems. Slavin (2011: 124-126) suggests ways to increase motivation including: (1) generating interest, (2) using various interesting presentation methods, and (3) helping students in determining goals. The statement supports that the key to success in increasing motivation is the learning process itself. Sanaky (2013:4) reveals that interactive learning media is an educational tool or tool that can be used as an intermediary in the learning process to enhance activity, effectiveness and efficiency in achieving learning objectives. In line with that, Martikasari (2018) recommends the Kahoot application as a learning medium, seen from the results of 100% of respondents feeling happy, able to learn something and recommending the application. Kahoot is an online game-based learning platform that can be used for DL activities in virtual classes that require on-the-spot participation of students. Kahoot has several features including a quiz. This feature allows students to answer via devices that are connected to the internet (smartphones/laptops) according to the questions displayed by the teacher on the monitor screen when sharing screens in virtual classes (Kahoot, 2021).

The purpose of this study was to determine the use of the Kahoot application to increase the learning motivation of students in class X SMA Muhammadiyah 1 Surakarta. This is done as an effort to find a solution to the problem of decreased learning motivation due to the learning system from F2L to DL during the covid-19 pandemic.

## **METHOD**

This research is a classroom action research. The research subjects were students of tenth grade students of SMA Muhammadiyah 1 Surakarta. Data sources come from informants and documents. Data collection for student learning motivation was carried out by means of observation, interviews and questionnaires. Test the validity of the data using the method triangulation technique. Data analysis used descriptive statistics for quantitative data and interactive models for qualitative data. The research performance indicator is set at 85%. Classroom action research was carried out in two cycles, with the research procedure for each cycle covering four activities, namely: (1) planning, (2) action implementation, (3) observation, and (4) reflection.

## **RESULT AND DISCUSSION**

### **Results of Pre -Action Data, Action Cycles I and II**

Based on the results of the implementation of the action, it can be seen that there was an increase in learning motivation for class X SMA Muhammadiyah 1 Surakarta in pre-action, cycle I and cycle II. This increase can be seen from the results of processing the questionnaire for each cycle in table 1.

Tabel 1. Peningkatan Motivasi Belajar Siswa Melalui Penyebaran Angket Tindakan

No.	Indicator of Motivation	Pre-action	Cycle I	Cyle II
		(%)	(%)	(%)
1.	Students' learning interest	47,92	80,71	89,07
2.	Students' curiosity	45,69	79,91	88,53
3.	Student's awareness for task	49,22	75,33	87,11
4.	Student's belief in ability	48,78	74,33	87,44
	Average	47,74	77,57	88,04

(Source: Data procced, 2021)

The results in cycle II show that the research performance indicators set at 85% have been achieved. This result was achieved both on average and the achievement of each item of learning motivation indicators.

In line with that, the results of observations made in class during learning in virtual classes through google meet indicate that students are active in participating in learning activities. Interest in learning, curiosity, concern for the task and confidence in the ability to complete the mission in the learning process increased. This is shown from participation in taking quizzes with the Kahoot application, which makes students active in participating in learning.



Gambar 1. Learning with Kahoot Application in Virtual Class

The next data acquisition of learning motivation is by conducting interviews with tenth grades students. The information obtained and can be concluded from the results of the interviews are as follows: (1) students feel happy learning with the Kahoot application because it can attract interest and curiosity considering there is a quiz that will be implemented and carried out on the spot so that the atmosphere of competition between students is felt, (2) students have an increased sense of concern for the task due to interactive activities in the virtual class because if they do not participate they can automatically be detected by the teacher, (3) students have confidence in the ability that can follow and complete the mission in the learning process.

### **Discussion of Pre -Action Data, Action Cycles I and II**

Acquisition of data that has been presented in the pre -action, action cycles I and II show that there is an increase in learning motivation with the use of kahoot application in learning. Starting from the results of pre -action data analysis, it is known that the change of learning system from F2L to DL resulted in students' learning motivation decreased. Therefore, there is a need for innovative actions taken by teachers to arouse interest and curiosity so as to be active in learning. This is in accordance with what was expressed by Azzahra, Abidin, Susiati and Cahyadi (2021) revealed that it is important to understand the principles of learning and how to motivate learners in distance learning.

The results of the first cycle of action showed an increase in learning motivation compared to the pre-action data although it had not yet reached the research performance indicators. The findings that require improvement in the next cycle are quiz problems. Observation results show that the use of quizzes is only done after the explanation of the material is not optimal because there is no comparison to see achievement. Therefore, the actions in cycle II will be quizzed before and after the explanation of the material so that students' understanding is getting better. This is in accordance with what was revealed by Effendy (2016) that learning outcomes are higher by learning to receive pre-test and post-test.

The results of the second cycle of action showed an increase in learning motivation compared to the pre-action and second cycle data and had achieved research performance

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indicators. Increased motivation occurs with the pretest and posttest students are challenged to focus more in participating in learning activities because they are trying to get better results than before. In the second cycle, the learning process with the Kahoot application was better than before in terms of interest, curiosity, concern for the task and belief in the ability to generate motivation to actively participate so as to achieve research objectives. The results of this study support the opinion of Ilmiyah and Sumbawati (2019) that kahoot media affects learning motivation on student learning outcomes.

### **CONCLUSION**

Based on the results of the analysis and discussion that has been carried out, it can be concluded that the use of the Kahoot application can increase students' learning motivation. Student learning motivation in the first cycle is known from the questionnaire results of 77.57%, in the second cycle the questionnaire results show 88.04%. These results have reached the research performance indicators set at 85%.

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