

Application of Kahoot Media in Indonesian Language Learning for Grade V Students of Elementary School Aisyiyah Unggulan Gemolong

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Abstract

In the digital era, technology integration in learning is one of the solutions to increase student motivation and participation. One innovation that has been implemented is the use of digital-based interactive media, such as Kahoot, which is designed to make the learning process more interesting. This study aims to: 1) describe the planning of Kahoot media application in Indonesian language learning, 2) describe the application of Kahoot media in Indonesian language learning, 3) describe the supporting factors and inhibiting factors of Kahoot media application in Indonesian language learning, and 4) describe solutions to overcome the inhibiting factors of Kahoot media in Indonesian language learning. The research method used is descriptive qualitative. This research design is a case study involving research subjects in the form of 1 teacher and fifth grade students of Aisyiyah Unggulan Gemolong Elementary School. Data collection techniques used observation, interviews, and documentation. Efforts to test the validity of data using triangulation of sources and techniques. The data obtained were then analyzed through data reduction, data presentation, and conclusion drawing. This research can contribute to the development of more engaging and interactive teaching methods, as well as support teachers in designing more effective teaching strategies. Additionally, the findings of this research can provide guidance for other schools to integrate technology into the learning process, thereby enhancing the overall quality of education.

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INTRODUCTION

Education is a conscious effort to educate the nation's life through the learning process. Education is a means or bridge for humans to develop their potential through the learning process achieved (Tambunan & Siagian, 2022). Education is an institution that plays an important role in shaping the quality of the nation's children, education is a conscious and planned effort that aims to realize learning activities in such a way that students can develop their potential (Wahyu Adi Setiawan & Arief Cahyo Utomo, 2024). This explanation emphasizes that education is present as a form of conscious and planned effort to educate the nation's life through a learning process that becomes a bridge for individuals to develop their potential.

Modern technology has brought great changes in the world of education, making it more interactive and accessible. Media becomes an important instrument in channeling messages and information to students. The presence of media plays a role as a supporter of success in learning. According to (Prasetia et al., 2023), learning media that provides participatory incentives for students to interact and use learning media to advance the learning process in a fun and innovative way. In teaching and learning activities, media is needed that can involve teachers to guide students to understand the subject matter (Satria et al., 2024). By using the right learning media, students can more easily understand the material presented by the teacher during the teaching and learning process (Oktarizka & Abidin, 2024).

Along with the advancement of information and communication technology, traditional learning methods have begun to shift to a more interactive and engaging approach. One innovation in this context is Kahoot, a game-based learning platform that allows teachers and students to interact dynamically through interactive quizzes. According to (Wibowo et al., 2022) Kahoot is a learning media that is expected to be an attractive option for teachers and students to create a more active and fun learning

atmosphere. According to (Sulistiyawati et al., 2021), Kahoot as a learning media is an option for teachers to create a more interesting learning atmosphere for students. Meanwhile, according to (Wang & Tahir, 2020) Kahoot has the ability to improve learning outcomes, classroom atmosphere, and student and teacher attitudes.

In the educational context, proficiency in the Indonesian language plays a crucial role in facilitating the teaching and learning process. At the elementary school (SD) level, Indonesian language education serves as a vital foundation for the development of students' language skills. According to Ali (2020), Indonesian language education essentially teaches students to communicate effectively and correctly in Indonesian, aligning with its purposes and functions. The teaching of the Indonesian language is an important aspect of school culture, aiming to develop language skills and appreciation for literary works (Linggasari & Rochaendi, 2022). Basic reading and writing skills require practice for students in recognizing and arranging letters, syllables, words, and sentences correctly (Madasari & Mulyani, 2016).

Learning a language at school, particularly in elementary schools, involves teachers evaluating and understanding that students have already been exposed to language (language acquisition) through their life environments before entering school (Hamzah & Khoiruman, 2021).

Research conducted at SD Aisyiyah Unggulan Gemolong, which has implemented the Merdeka Curriculum at the fifth-grade level, has inspired teachers to design lessons that incorporate digital information and communication technology. The application of Kahoot media in this study is expected to provide effective and enjoyable learning experiences. The results may lead to changes that lay the groundwork for transforming and refining lesson designs to better align with the principles of interactive media. The goal is to explore the effectiveness of Kahoot in enhancing student motivation and learning outcomes in the digital era.

The issues discussed are not significantly different from empirical facts observed by researchers during classroom activities at SD Aisyiyah Unggulan Gemolong. Observations in the fifth grade revealed that some students were disinterested in school or reluctant to learn due to a predominantly lecture-based teaching approach lacking media. This finding has various negative impacts on both individual students and their surrounding environment. In Indonesian language education, teachers have begun introducing interactive digital media such as Kahoot, which offers a more dynamic and enjoyable learning experience compared to conventional methods.

Research related to the use of digital media, specifically the Kahoot media, was conducted by Icha Timart Diany Sinaga et al. (2022), which found that the Kahoot media resulted in a 14.62% increase in learning motivation in mathematics education. There is a significant and positive effect of the Kahoot learning media variable on the mathematics learning motivation of fourth-grade students at SDN Nanga Bulik 6, Lamandau Regency. Therefore, Kahoot is a suitable media for learning. Similarly, in a study by Wigati (2019), it was found that Kahoot media showed an increase in students' process skills from cycle I with a score of 83 to cycle II with a score of 92, and there was an increase in student interest in learning from 82% in cycle I to 93% in cycle II.

The research is important due to the urgent need to identify the effectiveness of Kahoot media in enhancing the quality of Indonesian language learning, particularly in technology-based learning contexts relevant to the needs of 21st-century students. This study will also contribute significantly to developing technology-based teaching strategies that teachers can implement to improve student interest and learning outcomes. The results of this research are expected to serve as practical guidance for elementary education institutions to optimally utilize digital media in teaching.

Based on the introduction above, the researcher is interested in conducting a study titled "The Application of Kahoot Media in

Indonesian Language Learning for Fifth-Grade Students at SD Aisyiyah Unggulan Gemolong." This research aims to describe the supporting and inhibiting factors for implementing Kahoot media and to outline solutions for overcoming these inhibiting factors in Indonesian language learning. Additionally, the researcher is motivated to conduct this study to support previous research conducted by Wibowo et al. (2022). This research is expected to have a positive impact on Indonesian language learning and enhance student motivation and learning outcomes in other fields. The study focuses on recent aspects by examining the use of digital media that has proven successful in other areas, providing new contributions to educational practices in the classroom.

METHODOLOGY

This type of research uses a descriptive qualitative approach. Qualitative research is considered a new method because its popularity is relatively recent. This method is also called postpositivistic because it is based on post-positivism philosophy, and it is also known as an artistic method because the research process is more of an art (less structured). It is also referred to as an interpretive method because the research results are more about the interpretation of data found in the field (Rusandi & Muhammad Rusli, 2021). The research design uses a case study focused on a deep understanding of a phenomenon or event in one or several relevant cases. The way researchers interpret this phenomenon greatly depends on their analysis skills, so it is important for researchers to have good skills to uncover the meaning of the obtained data. Case studies generally emphasize the "art" involved in conducting the study and the role of the researcher's intuition (John W. Creswell, 2017). This research is conducted at SD Aisyiyah Unggulan Gemolong, located in Gandurejo, Gemolong, Sragen. The implementation is carried out from October to November.

The data collection methods are: a) interviews, where the researcher will conduct in-

depth interviews with teachers and students regarding the planning of Kahoot media, the implementation of Kahoot media, the supporting and inhibiting factors of Kahoot media, and solutions on how to address the inhibiting factors at SD Aisyiyah Unggulan Gemolong; b) observation, where the researcher collects data through direct observation in the field by going to the research location; and c) documentation, aimed at understanding the initial condition of students during the research process. Several sources are interviewed in this research. The sources consist of 5 individuals, including the teacher and 4 fifth-grade students from SD Aisyiyah Unggulan Gemolong. The data collected in this research is qualitative. The sources used in this research are categorized into 2 types: a) Primary sources, which are original or new data that is up-to-date. To obtain primary data, the researcher must collect it directly (V. Wiratna Sujarweni, 2014). The primary data in this research are from the fifth-grade teacher and students. b) Secondary sources, which use materials not from the first source as a means to obtain data or information to answer the research questions (Ummah, 2019).

Efforts to verify the validity of the data use triangulation. The triangulation employed in this research is divided into two types: a) Source triangulation, which involves testing accuracy by conducting triangulation of data sources. This means checking data from various informants from whom the data will be collected (Alfansyur & Mariyani, 2020). b) Technique triangulation, a method that involves collecting data from various different sources to generate more comprehensive information (Sutama et al., 2017). Data analysis aims to process and interpret the data to uncover information and support decision-making. The data analysis technique follows three procedures: a) data reduction to summarize or simplify information, b) data presentation, which involves categorizing data, and c) drawing conclusions by outlining the gathered data.

Based on the research conducted, data collection was carried out through interviews, observations, and documentation. The collected data was simplified and adjusted to match the

research focus and objectives. Reduced data was then presented by categorizing the information to facilitate understanding, allowing the researcher to grasp the situation and draw conclusions. Conclusions were made based on the researcher's understanding of the data collected, clearly presenting and detailing the main issues through the processes of data reduction, data presentation, and conclusion drawing.

RESULTS AND DISCUSSION

Result

In conducting the analysis, the informants in this research include a teacher and four students from SD Aisyiyah Unggulan Gemolong. This qualitative interview is based on the perspectives of informants who have applied Kahoot media in teaching Indonesian to elementary school children. The interview results yielded four topics: the planning of Kahoot media, the application of Kahoot media in Indonesian language learning, the supporting and inhibiting factors of Kahoot media, and solutions to overcome the inhibiting factors in using Kahoot media in Indonesian language learning.

1. Planning of Kahoot Media in Indonesian Language Learning
From the interview, Mrs. R explained that the planning of Kahoot media integrates into activity strategies and can enhance the effectiveness of Indonesian language learning in a fun and dynamic way, facilitating coordination and communication within the team. It allows broad adaptation to various learning situations, although technical challenges need to be considered. From interviews with fifth-grade students A, K, S, and N, they stated that Kahoot media is enjoyable and engaging because its fun features make learning Indonesian more pleasant. Mrs. R mentioned that using Kahoot not only effectively boosts students' motivation and involvement but also supports more interactive, collaborative, and enjoyable learning. Based on observations and interviews, the use of Kahoot in reading skills aligns with the data I studied,

demonstrating that reading skills are a key requirement for using Kahoot in class. Mrs. R's interview on reading skills showed that students tend to be more motivated to actively participate in learning activities when using Kahoot, as it offers engaging game-like elements. Overall, the observations and interviews regarding reading skills prove that using Kahoot is an effective strategy to improve the quality of reading instruction in the classroom.

2. **Application of Kahoot Media in Indonesian Language Learning**
Based on observations of speaking skills, the data I collected is consistent and shows that the teacher creates a fun learning environment and encourages students to speak more confidently. Mrs. R's interview indicated that using Kahoot not only makes the learning process more interactive but also encourages students to confidently speak in front of the class. This collected data is solid evidence that Kahoot can positively contribute to the development of speaking skills. However, for listening skills, the data I gathered does not yet prove the effectiveness of Kahoot in improving students' listening abilities. Mrs. R mentioned that a lack of student concentration while using Kahoot makes it challenging for them to listen effectively, as the audio features in the learning media are less engaging. Additionally, in terms of writing skills, the data I collected supports that the teacher encourages students to think critically and creatively when writing, which allows them to write more creatively and engage with the material provided in the Kahoot games. Mrs. R's interview highlighted that using Kahoot for writing skills makes students more active in expressing their ideas in writing, especially when participating in enjoyable quizzes through the Kahoot platform. The results from all Indonesian language learning indicators demonstrate that Kahoot helps improve reading, speaking, and writing skills. However, there are still areas for improvement, particularly in listening skills,

where interaction and content reinforcement need to be enhanced for optimal results.

3. **Supporting and Inhibiting Factors of Kahoot Media.** According to Mrs. R's interview, the supporting factors of Kahoot media include the high enthusiasm of students for Kahoot, creating a fun and interactive learning environment that increases their engagement in the learning process. Other supporting factors are the attractive features offered by Kahoot, such as interactive quizzes that help students stay focused and excited. On the other hand, the inhibiting factors mentioned by Mrs. R include a lack of projectors and limited internet access. The absence of adequate projectors in classrooms is a major obstacle, as most classes are not equipped with proper projectors, reducing the effectiveness of Kahoot as an interactive learning tool. The second factor is internet limitations, as there is no Wi-Fi available in each classroom at SD Aisyiyah Unggulan Gemolong, only in specific locations such as the administration office, principal's office, and library. As a result, accessing digital-based media, particularly Kahoot, is often slow or unstable. Mrs. R suggested that solutions to these challenges include improving school facilities so that all students can use interactive learning media and enhancing internet connectivity by ensuring that the school has stable and fast internet access through collaboration with internet service providers to improve the network infrastructure in the school environment.
4. **Solutions to Overcome Inhibiting Factors in Using Kahoot Media in Indonesian Language Learning.** According to Mrs. R, the solutions to overcoming the inhibiting factors involve upgrading school facilities so that all students can access interactive learning media and improving internet connectivity, ensuring the school has stable and fast internet access by collaborating with internet service providers to enhance network infrastructure within the school environment.

Discussion

In the context of a continuously evolving digital era, the implementation of technology in education has become increasingly crucial for enhancing the effectiveness of the learning process. This research highlights the use of Kahoot media as an aid in teaching Indonesian language at Aisyiyah Unggulan Gemolong Elementary School. By employing a qualitative approach, this study successfully identifies various aspects related to the application of Kahoot, including the planning phase, implementation, and the supporting and inhibiting factors associated with the use of this media. In addition to learning tools, learning models also play a role in determining the quality and outcomes of the learning process (Mansyur et al., 2022).

Planning of Kahoot Media in Indonesian Language Learning Before starting the tasks, the planning phase is carried out to arrange and prepare everything needed. In this stage, the instructor prepares teaching modules, creates questions in the Kahoot application, and selects and prepares teaching materials. The use of Kahoot media in planning Indonesian language lessons shows that Kahoot is an effective and innovative tool to enhance the students' learning experience. Efforts to improve effectiveness and interactivity in Indonesian language learning involve planning the use of Kahoot as an evaluation and motivational tool for engaging learning. According to Masyrufin (2022), the effectiveness of using Kahoot as a student assessment tool is evident in the changes observed before and after the use of Kahoot. In planning, Kahoot is used during the preliminary stage before delivering learning materials, creating a fun learning environment and giving all students the opportunity to answer questions posed by the teacher through the Kahoot platform (Konengian et al., 2023). J. Priyanto et al. (2020) noted that planning activities with Kahoot received positive feedback from students, as indicated by their level of participation, and teachers gained new skills in conducting quizzes using the Kahoot platform. Based on the findings of several experts, Kahoot media in planning Indonesian language

learning has proven to be effective and innovative in enhancing students' learning. The process of planning Kahoot media involves several important steps, such as introducing students to the use of Kahoot, creating accounts for platform access, and designing relevant quiz questions. Kahoot is an effective tool to create a fun and interactive learning environment, encouraging students to actively participate in answering questions and improving their learning outcomes in the process. Kahoot is widely used across various subjects and educational levels.

Application of Kahoot Media in Indonesian Language Learning The implementation of Kahoot media in Indonesian language learning is designed to provide an interactive and enjoyable learning experience to improve students' outcomes. According to the results of interviews and observations, Kahoot media effectively helps teachers present quizzes and questions in an engaging manner, allowing students to actively participate in the learning process and develop language skills with an innovative approach. Mrs. R's interview showed that the use of Kahoot has a positive impact, and observations indicated that Kahoot is an effective strategy to improve the quality of reading instruction in the classroom. In the application of Kahoot media for speaking skills, the data shows that teachers have successfully created a pleasant learning environment, boosting students' confidence to speak in front of the class. However, the research findings for listening skills have not shown the same effectiveness. Mrs. R mentioned that the lack of student concentration when using Kahoot hampers their ability to listen to information effectively. On the other hand, observations of writing skills showed that teachers successfully encouraged students to think critically and creatively. Mubarok et al. (2024) stated that Kahoot is an effective interactive media, with students demonstrating enthusiasm in reading, writing, speaking, and listening skills during Indonesian language learning. Rukmana et al. (2024) concluded that Kahoot significantly enhances literacy skills in elementary school Indonesian language learning. Kahoot has proven to be an effective interactive

tool for improving students' reading, writing, listening, and speaking skills in Indonesian language learning. With an engaging and interactive approach, Kahoot encourages students to actively engage in the Indonesian language learning process. According to Susanti (2020), using Kahoot media in vocabulary and meaning lessons in Indonesian language learning highly motivates students. Kahoot not only improves language skills but also creates an engaging and interactive learning experience, motivating students to actively participate in the Indonesian language learning process. Kahoot is not just a learning tool; it is an effective means of enhancing students' enthusiasm, motivation, and language skills in Indonesian language learning.

Supporting and Inhibiting Factors of Kahoot Media The use of Kahoot media in the learning process has proven to significantly increase student enthusiasm, create an interactive and enjoyable learning environment, and encourage their active participation in learning activities. This is due to various appealing features offered by Kahoot, including interactive quizzes that help students stay focused and excited about the lesson. According to Abdullah et al. (2022), the flexibility of the Kahoot platform allows for the addition of images, videos, and sounds to quizzes, increasing the variety and creating a more engaging and interactive learning experience for students. Kahoot provides real-time feedback, motivating students to be more enthusiastic during the Indonesian language learning process (Arsyad et al., 2024). However, interviews with Mrs. R indicated several obstacles that hinder the effectiveness of using Kahoot. One of the main issues is the lack of adequate projectors in most classrooms, making it difficult to display visual materials and optimize interaction during lessons. Additionally, limited internet access is a problem, as the school's internet/Wi-Fi connection is not available in each classroom and can only be accessed in specific locations, such as the administration office, the principal's office, and the library. As a result, accessing digital media, including Kahoot, is often slow or unstable. Zabidi (2019) mentioned the absence of internet

facilities at school, limited projector availability, and the lack of competitiveness among teachers in innovating Indonesian language learning. Situmorang (2023) stated that the use of interactive media showed that some students still struggle to understand technology-based media, often due to inadequate facilities and infrastructure. Weak signal strength is a major obstacle in using Kahoot for quizzes, even if Wi-Fi is available at school, as the signal speed tends to drop when used by many students simultaneously (Septipa & Marzam, 2024).

Solutions to Overcome Inhibiting Factors in Using Kahoot Media in Indonesian Language Learning. Overcoming challenges that hinder the effective use of Kahoot and other interactive media in the classroom is crucial. Implementing strategic measures can enhance the infrastructure and quality of learning. First, schools should consider investing in adequate projectors in every classroom, so that learning materials can be displayed clearly and visual interaction between teachers and students can be improved. Additionally, to improve internet access, schools need to evaluate the existing Wi-Fi network and ensure that internet connections are available in every classroom, not just in specific locations. With better internet access, the quantity and quality of interactions between teachers and students can improve. The nature of the internet allows for flexible access, enabling use anytime, anywhere, and by anyone (Suhada et al., 2022). One method to secure funding, aside from government support, is by organizing outreach to parents. During these sessions, the importance of supporting internet operational costs at school is emphasized for the benefit and advancement of students' knowledge (Aisyah, 2019).

CONCLUSION

The use of Kahoot media in the planning of Indonesian language learning at SD Aisyiyah Unggulan Gemolong has proven to be an effective and innovative tool for enhancing students' learning experiences. The implementation of Kahoot in Indonesian language learning has been effective in

encouraging student participation and developing language skills in an innovative way. The use of Kahoot in learning shows a significant impact on increasing student interest, creating an interactive and enjoyable learning atmosphere. However, there are some obstacles that hinder the effectiveness of using Kahoot, such as the lack of adequate projectors and limited internet access at SD Aisyiyah Unggulan Gemolong. Despite these challenges, Kahoot is still considered an effective learning tool for increasing students' active participation in Indonesian language learning activities. Additionally, raising parents' awareness about supporting internet operational costs can be beneficial.

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