

## Students' Perception towards Kahoot Learning Media and Its Influence on Students' Motivation in Learning Social Studies and Civic Education amid Pandemic in SMKN 9 Garut

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### Article History

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Received: 31/05/22 Review: 31/08/22 Revision: 12/09/22 Available Online: 15/09/22

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### Abstrak

Keberadaan Industri 4.0 memberikan kontribusi besar terhadap perubahan yang terjadi di masyarakat. Hal ini menuntut pemanfaatan teknologi dalam segala aspek kehidupan, termasuk pendidikan. Dari sisi teknologi, proses pembelajaran IPS pada umumnya tidak memberikan banyak peluang untuk memanfaatkan media berbasis digital dalam proses pembelajaran padahal media tersebut dapat meningkatkan motivasi belajar siswa. Salah satu media pembelajaran adalah Kahoot yang merupakan alat pembelajaran untuk menyampaikan pembelajaran melalui suasana yang menyenangkan. Penelitian ini bertujuan untuk mendeskripsikan persepsi siswa tentang Kahoot dan untuk mengetahui pengaruhnya terhadap motivasi belajar siswa pada mata pelajaran IPS dan PKn di SMKN 9 Garut. Melalui analisis deskriptif, 56% siswa mempersepsikan positif penggunaan Kahoot dalam proses pembelajaran. Penggunaan Kahoot berpengaruh signifikan terhadap motivasi belajar siswa dibuktikan dengan uji korelasi yang menghasilkan  $(r) = 0,649$ . Koefisien determinasi ( $d$ ) sebesar 42,2% yang merupakan jumlah siswa yang dipengaruhi oleh Kahoot dan variabel lain yang mempengaruhi sisanya 57,8%. Hasil penelitian mendukung dan merekomendasikan penggunaan media Kahoot untuk diterapkan di kelas untuk meningkatkan motivasi belajar siswa pada pembelajaran IPS dan pembelajaran PKn.

**Kata Kunci:** Pendidikan Kewarganegaraan, Kahoot, Motivasi, dan IPS.

### Abstract

The existence of Industry 4.0 makes a significant contribution to changes that occur in society. It requires technology in all aspects of life, including education. Regarding technology, the social studies learning process generally does not provide many opportunities to utilize digital-based media in the learning process, even though these media can increase students' motivation. One learning media is Kahoot, a tool to convey learning through a pleasant atmosphere. This study aims to describe students' perceptions of Kahoot and determine its effect on their motivation in social studies and Civics subjects at SMKN 9 Garut. Through descriptive analysis, 56% of students positively perceive the use of Kahoot in the learning process. The use of Kahoot significantly affects students' learning motivation, as evidenced by the correlation test, which produces  $(r) = 0.649$ . The coefficient of determination ( $d$ ) is 42.2% which is the number of students who are influenced by Kahoot and other variables that influence the remaining 57.8%. The results of the study support and recommend the use of Kahoot media to be applied in the classroom to increase students' learning motivation in social studies and Civics learning.

**Keywords:** Citizenship Education, Kahoot, Motivation, and Social Studies

### PRELIMINARY

Industry 4.0 has contributed significantly to the changes within society, demanding the use of technology in all aspects of life, including education. In education areas, technology is utilized to enhance the learning experience. However, it will always depend on the teachers as the central aspect of facilitating and managing the learning process in social studies and civic

education (Putro et al., 2022; Abbas et al., 2022). As technology develops, more teachers are encouraged to utilize digital-based media in the classroom, but few are capable of actually using them. As a result, the classes are failed to attract students' interest. In such demotivating environment, students are dealing with more problems understanding the lesson. In other words, enhancing students' motivation is the main issue that is addressed immediately (Mutiani et al., 2022; Abbas, 2022).

The observation result among students in SMKN 9 Garut pointed out that students' achievement in social studies and civic education needs to be improved. The students' average scores are 65 for social studies and 70 for civic education, below 75. Poor performance among the students might be affected by various factors, such as monotonous teaching methods that demotivate students from learning. However, many media are available to assist the learning process, one of which is *Kahoot*. It is an interactive online learning media that contains quizzes and games to stimulate students' motivation to learn. This strategy of using digital-based media is supported by (Sardiman, 2011), which pointed out that "utilizing media in the learning process might enhance desire and new interest, motivation, and stimulate students to learn, and even have a psychological effect on students". According to observation results in social studies and civic education classes, it revealed several difficulties in the learning process are 1) lack of motivation, 2) difficulty to visualize or relate the lesson, 3) lack of basic understanding of the lesson, 4) monotonous traditional learning method, 5) teacher-centered learning. Therefore, the quality of teaching must be improved and supported by other factors (Sapriya, 2009).

The average social studies and civic education tests score is 65.5 and 67.2. Teachers commented that they have difficulty finding appropriate learning methods for students' needs. Currently, the classes are still teacher-centered, which make students passive learner. To make the students active, the teachers might choose instructional media which contains instructions for students to learn. *Kahoot* addresses this issue by providing an interactive learning environment in social studies and civic education classes to enhance students' motivation and learning achievement (Wahyu et al., 2014). Thus, teachers must choose appropriate learning methods in teaching social studies and civic education classes. The ability to utilize the learning methods might increase students' interest. It will be effective and efficient if teachers also assist students in learning and developing all their potential and improve their digital literacy. Technology development is very beneficial in the education setting and should be utilized as much as possible by teachers and students.

## 1. Learning media

In general, all media is one of the communication components, namely a messenger from the communicator to the communication (Nurhasana, 2021). Based on this definition, learning media is a medium or a tool used in the learning process to deliver lessons to enhance students' interest and achieve learning objectives. Using learning media in teaching and learning might unlock new desires and interests, generate motivation and stimulation of learning activities, and even psychologically affect students. The main reason for the importance of the media in the learning process (Mutiani et al., 2022). The essence of the learning process is communication, delivering messages from the sender to the recipient, so learning media is one of the keys to learning success (Muslichun, 2019).

Interactive learning media is a multimedia-based tool equipped with a controller that can be operated by the user so that the user can select the concept of the desired content. The controller can be a computer, laptop, and other electronics. Examples of multimedia-based learning media are interactive learning, games, and others. If the learning multimedia is selected, developed, and used appropriately, it will benefit both teachers and students. In general, the benefits of the media are a more exciting and interactive learning process, the improvement of the students learning quality, and a flexible learning process that can be conducted anywhere and anytime. In addition, the media made by the researcher has button commands that are easy to understand so that students can study independently at home (Mubin dkk., 2013).

Learning media is related to the communication process between teachers and students. The teacher communicates in charge of conveying messages or teaching materials to students; students act as recipients of messages. Learning media acts as a vehicle to distribute messages so that students perceive the teaching materials delivered by the teacher. Learning media consists of elements of equipment or hardware and elements of messages or software. The software functions as messages or teaching materials to be delivered by the teacher, while the hardware functions as a means or equipment to present the message or teaching material (Miftah, 2013).

The fundamental characteristic of learning media is 1) centralized, for example combining audio and visual elements, 2) interactive, which means it can accommodate user responses; and 3) independent, which makes it easier for users to use without the guidance of others. Thus, it provides unexpected experiences to students and allows them to see critical events that are difficult to read directly from the book, which encourages students' curiosity about the material's content (Daryanto, 2015).

## 2. *Kahoot* application

*Kahoot* is an educative and interactive learning media that actively involves students in the learning process and creates an enjoyable and exciting learning experience. It is an internet-based platform that provides quizzes. Though simple language, *Kahoot* is a free website-based game for online learning. Learning and playing with *Kahoot* directly engages students and presents a lively, exciting, and enjoyable quiz atmosphere either in class, office or at home" (Sulfemi & Bagja, 2017).

## 3. The nature of motivation

Motivation is a series of efforts to provide certain conditions so that someone is willing to do something, and if he dislikes it, he will try to negate or avoid the feeling of dislike (Mudjiono, 2013). In contrast, the context of the conception of learning motivation states that "Motivation is a change in energy within a person which is characterized by the emergence of "feeling" and preceded by a response to the existence of a goal" (Sapriya, 2009).

## 4. The relation of the use of *Kahoot* learning media and its effect on learning motivation in social studies and civic education

In the learning process, the teacher, as the primary role of the learning process, is expected to utilize appropriate learning methods or media to achieve the desired outcome. In addition to the teacher as a source of learning, learning media significantly contribute to learning success. The teacher and the media's role is to support an effective learning process. Learning motivation is a force that encourages students to carry out learning activities. Without motivation, students will not be interested in learning activities. Therefore, the existence of learning media is beneficial to the learning process. In this study, the researcher uses *Kahoot* media in civic education classes because *Kahoot* can affect students' learning motivation in the learning process and students enjoy Civics subjects.

The concept of social studies learning is an integrated unit of various disciplines. Based on the dimensions of the scope of social studies learning, it can be identified that "a comprehensive social studies education program is a program that includes four dimensions including (1) the dimension of knowledge; (2) the dimensions of skills; (3) the dimensions of values and attitudes; (4) the dimension of action". High-quality social science learning requires students to master all concepts in an integrated interdisciplinary and transdisciplinary scientific manner with socio-cultural issues and educational elements to benefit student learning (Ulfa & Tetep, 2018).

The role of social science learning was simplified as a social studies lesson for elementary, junior high, and high school/vocational education levels. Simplification means

reducing the difficulty level of social sciences materials usually studied at universities into lessons that follow the thinking maturity of elementary and secondary school students. Later, it combines social sciences and community branches to become an easily digestible lesson (Hamalik, 2009). Therefore, social studies learning has a critical role in being taught to students since every individual is a social being who lives in society. As every individual is required to be a good citizen, it is necessary to gain knowledge of social concepts and rules, determine attitudes that follow this knowledge, and have the skills to participate in society, nation, and state life.

Thus, based on social studies learning objectives are emphasized as a selection of social science disciplines and humanities, as well as basic human activities that are organized and presented scientifically and pedagogically/psychologically for educational purposes. Accordingly, social studies provide an overview of the conditional dynamics of society, especially for students within the scope of education. Furthermore, the standard of the orientation of social studies learning emphasizes the increased skills and motivation in learning in each individual (Wulandari, 2016).

## **METHOD**

The research method is a scientific way to obtain data with a specific purpose and use. Based on this understanding, the researchers used descriptive research with a quantitative approach. The quantitative research method, based on positivism, is used to examine specific populations or samples, collect data using research instruments, and analyze quantitative/statistical data to test established hypotheses (Joni, 2015). Descriptive research in this study aimed to describe and obtain information regarding students' perceptions of the use of *Kahoot* and its influence on students' motivation in social studies and civic education in SMKN 9 Garut. Therefore, the descriptive method with quantitative research aligns with the study's objectives. The data analysis technique used a normality test, regression test, correlation test, and determination test to identify whether or not there was any increase or influence on the learning media used in social studies and civic education.

## **RESULTS AND DISCUSSION**

After the analysis process, the researcher describes the discussion of student perception towards students' perception of *Kahoot* learning media and its influence on their motivation in learning social studies and civic education amid the pandemic in SMKN 9 Garut. The variables of this research are as follows:

1. Students' comments on *Kahoot*

The use of the learning model is very important in the learning process because when a teacher applies a model and is accompanied by appropriate media, the students will be actively involved in the learning process. Besides, the focus of the learning is not only on the cognitive domain but also includes students' affective and psychomotor domains. Therefore, students listen and are directly involved in the learning process. The study results suggested that *Kahoot* makes the learning atmosphere more enjoyable for students. Item no.1 in the questionnaires of variable X, 59% of participants strongly agree, 40% agree, 1% reasonably disagree, and 0% disagree. It shows that most students at SMKN 9 Garut strongly agree with the statement that using *Kahoot* makes the learning atmosphere more enjoyable. In addition, social studies and civic education teachers agreed that the learning media could minimize boredom and that the learning activities were more enjoyable and exciting for students and might illustrate the increase in motivation. The learning process through *Kahoot* was more exciting and interactive, and it successfully improved the quality of student learning and allowed students to learn anywhere and anytime (Sugiyono, 2013). The media made by the researcher has button commands that are easy to understand so that students can study independently at home. In addition, the communicative and interactive *Kahoot* can improve student learning outcomes because students are happy during the learning process.

2. Students' comments on learning motivation with *Kahoot*

Motivation is closely related to the interest of learning in gaining knowledge, seeking, and exploring information on their own. With motivation, the desired goal will at least be realized, although not as much as expected. Item no. 8, variable X, revealed that 55% of the participants strongly agree, 44% agree, 1% reasonably disagree, and 0% disagree. It shows that some students strongly agree with the statement that they are motivated to learn through *Kahoot*. On average, most students strongly agree with the statement. It means that they strongly agree that using *Kahoot* can motivate students learning. The teachers commented that *Kahoot* enhanced learning motivation so that students get a stimulus in learning both before and after because by using *Kahoot* learning media learning activities become more exciting and fun.

The application of *Kahoot*-based learning can increase learning motivation, which is often recognized as a driving force to achieve good results, which is usually manifested in the form of learning behavior or showing efforts to achieve learning objectives. It shows that motivation is essential, especially in the activities of the teaching and learning process. Motivation plays a role in efforts to clarify learning objectives closely related to the

meaningfulness of learning. Students are motivated to learn if students know the benefits of the materials being studied. Thus, in presenting the lesson, the teacher explains the benefits of the lesson first before starting the learning activities (Christiani, 2019).

Thus, motivation is fundamental in helping students earnestly to carry out the learning activities related to the efforts to increase knowledge and abilities and to achieve the learning objectives to realize the initial goals of the learning process. Motivation can affect student learning activities. The existence of high motivation will make students focus on the learning process, so they successfully follow the learning activities. The learning objectives can be achieved in several ways: students are highly motivated, and teachers develop motivational supporting factors.

### 3. The influence of *Kahoot* on students' learning motivation in social studies and civic education

Based on the study's results, the data analysis obtained through testing the hypothesis using the f test and t-test concluded that the hypothesis ( $H_a$ ) of the study was accepted. It means that there is a significant influence of the use of *Kahoot* on learning motivation in social studies and civic education. It is supported by the results of the f-test and t-test. In table 4.39, it is obtained that  $F_{count} = 72.891$  with a significance level (sig)/Probability of 0.000, which is smaller than a significance level of 0.05, namely  $0.000 < 0.05$ , thus the regression equation model based on the research data is significant so it can be concluded that the linear regression model meets the linearity criteria that can be used to explain the effect of  $V_x$  on  $V_y$ .

Meanwhile, for the t-test, from the output above, the  $t_{count}$  is 8,538. The output obtained that the value of  $t_{table}$  at a significant level of 5% is 1,979. This shows that  $t_{count}$  is greater than  $t_{table}$  at a significant level of 5% ( $8,538 > 1,979$ ). Because  $t_{count}$  is greater than  $t_{table}$ , it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. Based on the correlation coefficient test and the coefficient of determination, the result shows that the two variables have a significant relationship, with a correlation coefficient ( $r$ ) of 0.649 which means that the level of relationship between the two variables is "High". For the coefficient of determination, a value of 64% is obtained, and other variables influence the rest. In other words, the use of *Kahoot* influences students' learning motivation by 64%.

Based on the results of the data analysis, it can be identified that there is an increase in students' learning motivation in learning civics and social studies. The form of changes as a result of learning is in the form of changes in knowledge, understanding, attitudes, behavior, skills, and abilities. Changes in the sense of changes caused by growth are not considered learning outcomes. Change as a result of learning is relatively permanent and has the potential

to develop. The change in learning motivation can provide changes in learning interest and knowledge, understanding, attitudes, and skills for better learning outcomes which are the final achievement of education in acquiring knowledge (Nika, 2018). Mar and Tetep's research proves that the *Kahoot* application can increase students' interest in learning at SMA 1 Garut (Yoga & Tetep, 2018).

The use of communicative and interactive media can increase students' learning motivation because students enjoy using the media. *Kahoot* in the education setting is an exciting learning experience because it enhances students' learning motivation (Somantri, 2001). Learning that uses digital media provides unexpected knowledge and experience to students, who might visualize important events that are difficult to read directly from the book. In addition, the lesson is more interesting, so students are encouraged to explore the material's content.

One exciting learning media is *Kahoot* to facilitate the material being taught. Based on the data analysis results, there are differences in students' learning motivation when using learning media, where the average experimental class learning outcomes are superior to the average class learning outcomes, and there is an increase in student learning outcomes between classes using learning media (Indah, 2015). Students obtain the learning process after carrying out the learning activities. Learning is a process when someone is trying to obtain a form of behavior change that is relatively permanent (Yoga & Tetep, 2018). Through the development of science and technology, it is increasingly encouraging to reform efforts in the use of technological results in the learning process. Applying learning media in the teaching and learning process can generate new desires and interests, motivate and stimulate learning activities, and even psychologically affect students.

Thus, with the application of *Kahoot* in the learning process, students can carry out more learning activities because they not only listen to descriptions from the teachers but also do other activities such as observing, demonstrating, and exhibiting, so that the process skills of students will also be better. Furthermore, students will find it easier to solve problems because students understand the material presented and know how to solve it. Therefore, based on the description above, the researcher can conclude that the application of *Kahoot* influences learning motivation in social studies and civic education at SMKN 9 Garut.

## **CONCLUSION**

The study results showed that most of the students who learn through *Kahoot* commented that the media create a more fun learning atmosphere so that students are entertained when playing *Kahoot*. Thus, they are motivated to learn. It was supported by the



data analysis results that revealed that using *Kahoot* can make the learning atmosphere more fun. Furthermore, most of the students' perceptions about learning motivation by using *Kahoot* pointed out that it enhances their motivation and enthusiasm to carry out the learning activities or communicate with the teachers. Therefore, the data analysis calculation supports that *Kahoot* can motivate student learning. Furthermore, *Kahoot* media significantly affects students' learning motivation in social studies and civic education at SMKN 9 Garut. *Kahoot* makes students think critically with interesting quizzes presented in it. Besides, students have the urge to learn. The effect of using *Kahoot* on students' learning motivation is quite significant. It is supported by the results of a questionnaire with a strong correlation level.

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