

THE EFFECTIVENESS OF KAHOOT! AS A LEARNING MEDIA IN INCREASING STUDENT INTEREST IN LEARNING OFFICE MANAGEMENT AND BUSINESS SERVICES

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ABSTRACT

One of the most important factors in learning is student interest, using learning media is one technique to encourage student participation and increase their interest towards learning materials. This research aims to test whether or not there are differences before and after the use of Kahoot! learning media on students' interest in learning. The research method used in this research is experimental quantitative method one group pre-test-post-test design. The data used in this study are primary data by distributing questionnaires that measure interest in learning before treatment (Kahoot!) and after treatment, then the result processed using the IBM SPSS Statistics 20 version. The sample in this study used one class in class XI majoring in Office Management and Business Services (MPLB) at Public Vocational High Schools 48 Jakarta totaling 36 students. The results of the analysis show that there is a significant difference before and after the use of Kahoot! learning media on student interest in learning with a significance level of 5%. So it can be concluded in this study that the use of Kahoot! as a learning media is effective for increasing students' interest in learning.

Keyword: Learning interest, Learning media, Kahoot!

ABSTRAK

Salah satu faktor terpenting dalam pembelajaran adalah minat siswa, penggunaan media pembelajaran merupakan salah satu teknik untuk mendorong partisipasi siswa dan meningkatkan minat siswa terhadap materi pembelajaran. Penelitian ini bertujuan untuk menguji apakah terdapat perbedaan sebelum dan sesudah penggunaan media pembelajaran Kahoot! terhadap minat belajar siswa. Metode penelitian yang digunakan dalam penelitian ini adalah metode kuantitatif eksperimental dengan desain one group pre-test-post-test design. Data yang digunakan dalam penelitian ini adalah data primer dengan cara menyebarkan kuesioner yang mengukur minat belajar sebelum diberikan perlakuan (Kahoot!) dan sesudah diberikan perlakuan, kemudian hasilnya diolah menggunakan IBM SPSS Statistics versi 20. Sampel dalam penelitian ini menggunakan satu kelas pada kelas XI jurusan Manajemen Perkantoran dan Layanan Bisnis (MPLB) di SMKN 48 Jakarta yang berjumlah 36 siswa. Hasil analisis menunjukkan bahwa terdapat perbedaan yang signifikan sebelum dan sesudah penggunaan media pembelajaran Kahoot! terhadap minat belajar siswa dengan taraf signifikansi 5%. Sehingga dapat disimpulkan dalam penelitian ini bahwa penggunaan Kahoot! sebagai media pembelajaran efektif untuk meningkatkan minat belajar siswa.

Kata kunci: Minat belajar, Media pembelajaran, Kahoot!

INTRODUCTION

A key component in the development of society and human resources is education. Ensuring students understanding and enthusiasm in learning depends on efficient learning procedures. It can be difficult for teachers to make students more interested in what they learn in class. According to Achru (2019), interest is crucial for someone to complete a task. One of the psychological factors that is considered to support goal achievement is interest. When an activity is accompanied by significant interest, it can motivate a person to give full attention.

The interest of students in learning is one of the most important elements in education because it affects the psychomotor, affective and cognitive domains. One of the psychological components that has a significant impact on learning activities is interest. Students' awareness, desire, liking and attention are signs that they are interested in their lessons. It will be difficult for students who are not enthusiastic or interested in learning to focus and understand the subject matter. On the other hand, students who are highly motivated and interested in what they are learning tend to pay more attention to the topic, which allows them to try harder in class, be more engaged, and understand and master the subject matter.

Additionally, student interest or involvement in the classroom is crucial for student learning, according to Baszuk and Heath (2020). Another important metric for evaluating the caliber of postsecondary education is student interest. The institution, the student, and the educational partners all gain from student involvement. Students benefit from increased communication and the development of stronger relationships with one another in addition to learning and applying new skills. It is believed that a key component of student learning and personal growth is the type and level of student involvement or interest.

Based on the results of the pre-research in class XI Office Management and Business Services (MPLB) at Public Vocational High Schools 48 Jakarta, it was found that the teaching and learning process activities tended to be boring so that students sometimes did other things that had nothing to do with the lesson. Students' interest in learning in class XI decreased, characterized by chatting during the lesson, laying their heads on the table, and doing other activities such as wandering around the classroom. According to Maulana and Sidiq (2023) using learning media is one technique to encourage student participation and increase their interest in the subject matter. The use of learning media is very important because it will attract students' interest in what they are learning. The utilization of learning media is supported by a statement Muliani and Arusman (2017) which suggests internal factors and external factors of learning interest.

External factors are influences that come from outside in the form of facilities and infrastructure, parental guidance and support, and the surrounding environment, while internal factors are influences that come from within students in the form of attention, attitudes, and abilities. One of the external factors of learning interest is learning media which is part of facilities and infrastructure (Jatiputri et al., 2022). In creating learning media that attracts students' attention, educators can utilize learning applications available on the internet. According to Tao and Zou (2021) many applications as learning media that can support learning in the classroom. One application that can be implemented, namely interactive quiz applications. Interactive quizzes are tools that present information in the form of questions designed to improve students' understanding of the subject matter.

Nowadays, a lot of interactive quiz apps are developed. Kahoot! is one of them and has been extensively studied in many academic journals (Holbrey, 2020). Kahoot is an app that simulates a game and encourages educators and students to participate competitively. Kahoot! learning media can be accessed through electronic devices including laptops, tablets, and cell phones. In teaching and learning activities, Kahoot can be used for practice questions, enrichment, and quizzes. According to Bazsuk & Heath (2020), online learning technologies like Kahoot! are expanding and gaining traction in the classroom as the benefits of e-learning—

such as student involvement and instant feedback—become more apparent. Real-time feedback on students' learning, comprehension, and gaps is made possible by the online tools, which also provide students the chance to participate. Using course terminology, learning objectives, and resources for a live, interactive review, Kahoot! generates an exciting, competitive atmosphere akin to a trivia contest.

This is the advantage of Kahoot! compared to similar applications so that researchers chose Kahoot! as a learning media that can measure student learning interest. Furthermore, the use of quiz media on Kahoot! application can be one of the options used in learning. According to Anisa et al. (2023) this refers to the literature study on Kahoot! which analyzes the demands of students who are familiar with technology and can use it effectively. In this study, of course there are problem limitations. Mohammad and Sari (2021) states that student interest in learning can be increased by using Kahoot! as a learning tool. But on the contrary, research conducted by Efendi et al. (2022) has the result that even though using the Kahoot! interactive game makes students feel happier and the learning process looks interesting, this cannot increase students' interest in learning by itself.

By proving the effect of Kahoot! as a learning media on students' interest in learning, the results of this study are expected to provide a positive contribution to educators and prospective educators in facing the challenges of teaching in the digital era. Teachers can adopt this learning strategy to increase students' interest in learning and create a more interactive learning environment. In addition, prospective teachers can utilize this research as a reference to develop competence in using educational technology. The main purpose of this study is to prove the effect of using Kahoot! as a learning media on the learning interest of class XI students majoring in Office Management and Business Services (MPLB) at Public Vocational High Schools 48 Jakarta.

LITERATURE REVIEW

Learning Interest

According to Simbolon (2013), in simple terms, interest is a special attention. Interest in a subject will attract students, and this interest will encourage them to participate in teaching and learning activities. Furthermore, Syafira et al. (2020) defines interest as a sense of like and a sense of interest in a thing or activity without anyone telling you to. Being actively involved in an activity is one way to implement interest. This shows that when students are involved in things they like, they will pay more attention to what interests them and will engage in more enjoyable activities.

On the other hand, interest in learning according to Korompot et al. (2020) is a willingness, desire, attention, and activeness towards learning which ultimately creates a feeling of pleasure characterized by changes in behavior, knowledge, attitudes, and skills. The feeling of wanting to know, admiring or wanting to own something is known as interest. Meanwhile, interest in learning is a high inclination towards something. Interest does not arise by itself, but there is an element of need, for example, a sense of interest in learning, and others. Student interest in learning does not arise spontaneously but arises because of the habit of learning time. Student learning interest is a very important factor in supporting the achievement of the learning process because it certainly affects student learning outcomes (Elsa et al., 2022).

Learning Media

Learning media are various types and kinds of elements in the student environment that have the potential to encourage learning (Fadjarajani & Indrianeu, 2020). According to Mirosunaily and Pramudiani (2021) provides a concise explanation of learning media. Learning media is media that is used as a tool to convey learning activities, as a process that is made so that the mind is more easily stimulated, more sensitive and feeling, and more caring

so that it can approach students so that learning activities can be carried out properly. The National Education Association (NEA) (in Kadnawi, 2022) defines it slightly differently. Learning media includes printed and audio-visual communication materials and supporting technology. Learning media should be able to be seen, heard, and read. Whatever the limitations, learning media is defined as everything that can be used to channel messages from one person to another that can attract students' interests, feelings, and thoughts in such a way that the learning process occurs.

Kahoot!

Kahoot is one of the technological media used for the learning process. Kahoot is an online learning application that is one example of utilizing new technology in education. Abdillah et al. (2022) states that Kahoot is an online tool that lets users make and share questions in the style of a "game – show". Free questions are included in this Kahoot online learning resource, which is intended to assess student learning objectives. The Kahoot game app can be downloaded for free or requires a payment to view questions in a "game – show" format. Videos or pictures can be added by this program to the inquiry display. By itself, Kahoot is a very user-friendly quiz platform (Syelfia et al., 2022). It is useful to utilize because it can be accessible through websites and apps. Teachers can rapidly monitor student learning outcomes with the Kahoot game application, according to Wigati (2019). This is since points that students accrue can be seen immediately following their responses to the assessment system's questions. One of the benefits of Kahoot media for education is that it presents questions in short bursts, requiring students to think critically and swiftly.

METHOD

This study used experimental quantitative approach. The experimental method is a quantitative research technique used to ascertain the impact of independent factors (treatment/treatment) on dependent variables (results) under carefully regulated circumstances (Sugiyono, 2020). The dependent variable is not affected by any other factors (apart from the treatment variable) thanks to strict conditions. Pre-experimental designs, or one-group pre-test-posttest designs, are a sort of experimental research in which only one group is chosen for study and no tests are performed to determine whether the group's state is stable and clear before to treatment.



Figure 1. Research Scheme

Explanation:

O₁ = learning interest questionnaire score (before treatment)

X = treatment (treatment given)

O₂ = learning interest questionnaire score (after treatment)

The information utilized in this study is primary information, which was gathered by the researchers themselves through the distribution of questionnaires measuring participants' interest in learning both before and after treatment. Kahoot! is used in this study as a learning tool. Five response options were included in the scale: Always (S), Often (SR), Sometimes (KK), Never (P), and Never (TP). The scale is shown as positive statements (positive statements) and negative statements (negative statements). Indicators that used for learning

interest in this research are include: (1) feelings of pleasure, (2) attention, (3) attraction, and (4) complicity (Bunyamin et al., 2020). The population of this study were students of class XI of Public Vocational High Schools 48 Jakarta. While sampling in the one group pre-test-post-test technique is to use one group of population members to be sampled. The number of samples in this study was taken from class XI Office Management and Business Services (MPLB) students totaling 36 students. In this study, Class XI MPLB was chosen to be a representative sample of the population because the MPLB department only has 1 class in each batch. Class XI MPLB consists of 1 class which will be used as the object of research using the pre-experimental method of the one group pre-test-post-test design type, which gives a pre-test before treatment and gives a post-test after treatment. The research was conducted for 3 meetings (6 lesson hours) in learning Office Management Meeting material on April 24 to April 26, 2024.

The way to analyze the data of this study, the first step is of course testing the instrument on learning interest as many as 15 statement items to class X MPLB (1 level below the sample). Then the instrument is tested for validity and reliability. When all instruments are valid and reliable, the researcher continues the research by distributing the instrument to class XI MPLB students 2 times (before treatment and after treatment). The results of the study were then analyzed using Normality Test, Homogeneity Test, Descriptive Statistics, and Hypothesis Test.

RESULTS AND DISCUSSION

Description of Research Data

Based on the Table 1, it was discovered that class XI students' learning interest scale had an average pre-test value of 52.19 and an average post-test value of 66.97. According to these findings, there was a 14.78-point difference in the mean scores of the Class XI students' pre-test and post-test on their learning interest in the topic of office management meeting content.

Table 1. Data from Pre-test and Post-test of Learning Interest of Class XI MPLB Students using Kahoot!

Average Results of Learning Interest Questionnaire for Class XI MPLB Students		Pre-test-Post-test Mean Score Difference
<i>Pre-test</i>	<i>Post-test</i>	
52.19	66.97	14.78

To determine the starting state of the students' level of learning interest, the pre-test was carried out before studying Meeting material using Kahoot! learning media, which is before treatment. The data distribution regarding students' interest in learning before treatment based on the pre-test results is shown in Table 2. As can be seen from Table 2, there are four students who receive scores in the 42–44 interval, three in the 45–47 interval, five in the 48–50 interval, ten in the 51–53 interval, six in the 54–56 interval, and eight in the 57–59 interval. A descriptive analysis of the data using indicators was done to get a clear image of the analysis. The Table 3, displays a descriptive study of the pre-test class's learning interest markers.

Table 2. Distribution of Student Learning Interest Pre-test Results (Before Treatment)

Interval	Class Boundaries		Absolute Frequency	Relative Frequency
	Lower Boundaries	Upper Boundaries		
42 - 44	41.5	44.5	4	11%
45 - 47	44.5	47.5	3	8%
48 - 50	47.5	50.5	5	14%
51 - 53	50.5	53.5	10	28%
54 - 56	53.5	56.5	6	17%
57 - 59	56.5	59.5	8	22%
	Total		36	100%

Table 3. Average Score of Learning Interest Indicators in the Pre-test Class

Variable	Indicator	Item	Score	Total Score	Total Item	Mean	Percentage
Learning Interest	Feelings of Pleasure	1	145	973	7	139	28%
		2	152				
		3	108				
		4	143				
		5	142				
		6	147				
		7	136				
	Attention	8	139	203	2	101.5	21%
		9	64				
	Attraction	10	144	417	4	104.25	21%
		11	81				
		12	122				
		13	70				
	Complicity	14	138	286	2	143	29%
		15	148				
Total				1879	15	487.75	100%

The post-test was conducted after 3 times of learning Office Management Meeting material using Kahoot! learning media, with the aim of knowing how the level of interest in learning of students in class XI MPLB after treatment. Table 4, is the distribution of data from the post-test results of the student learning interest scale after using Kahoot! as a learning media. According to Table 4, there are four students who receive scores in the 61–62 range, six in the 63–64 interval, five in the 65–66 interval, ten in the 67–68 interval, six in the 69–71 period, and five in the 72–74 interval. A descriptive analysis of the data using indicators was done in order to get a clear image of the analysis. The Table 5, displays a descriptive study of the post-test class's learning interest markers.

Table 4. Distribution of Student Learning Interest Post-test Results (After Treatment)

Interval	Class Boundaries		Absolute Frequency	Relative Frequency
	Lower Boundaries	Upper Boundaries		
61 - 62	61.5	62.5	4	11%
63 - 64	62.5	64.5	6	17%
65 - 66	64.5	66.5	5	14%
67 - 68	66.5	68.5	10	28%
69 - 71	68.5	69.5	6	17%
72 - 74	71.5	74.5	5	14%
Total			36	100%

Table 5. Average Score of Learning Interest Indicators in the Post-test Class

Variable	Indicator	Item	Score	Total Score	Total Item	Mean	Percentage
Learning Interest	Feelings of Pleasure	1	173	1116	7	159,43	25%
		2	169				
		3	119				
		4	162				
		5	159				
		6	169				
		7	165				
	Attention	8	166	317	2	158,5	25%
		9	151				
	Attraction	10	165	641	4	160,25	25%
		11	164				
		12	150				
		13	162				
	Complicity	14	166	337	2	168,50	26%
		15	171				
Total				1879	Total	2411	15

Based on the results of calculating the percentage of the average score of the indicators of learning interest, the student involvement indicator has the highest percentage, both in the pre-test and post-test, which is 26% in the pre-test and 28% in the post-test, respectively. This indicates that grade XI students have high engagement during classroom learning. The attention and interest indicator had the lowest score in the pre-test, which was 21%, indicating that before the treatment, students had not shown attention and interest during class learning. Conversely, the indicators of feeling happy, attention, and interest in the post-test results have the same percentage, which is 25%. So, this indicates that after the treatment, students showed an increase in the sense of pleasure when learning, attention to the material in class, and a sense of interest in learning in class compared to before the application of Kahoot!

Hypothesis Testing

Based on the calculation of hypothesis testing carried out by the t-test, it is known that the results obtained at a significance level of 0.05 that the value of 0.05 is a significant level because the desired confidence interval is 95%, then the significant level is $100 - 95 = 5\%$ (0.05). In this study, the significance is $0.000 < 0.05$ so H_0 is rejected and H_a is accepted. H_a states that there is a difference in learning interest of Class XI MPLB students of Public Vocational High Schools 48 Jakarta before and after using Kahoot! as learning media. This can be interpreted that, there is a significant difference before and after the use of Kahoot! learning media on students' interest in learning.

Discussion

Research on the effectiveness of using Kahoot! as learning media on increasing students' interest in learning was conducted in class XI Office Management and Business Services (MPLB) at Public Vocational High Schools 48 Jakarta. In this study, the learning media used is an interactive quiz media called Kahoot! to increase students' interest in learning. The learning media is applied to determine the difference in students' interest level before and after treatment. Based on the research that has been conducted at Public Vocational High Schools 48 Jakarta in the subject of Office Management, the results obtained, namely there are differences in student interest before using Kahoot! and after using Kahoot!.

The results of this study are in line with similar research by Licorish et.al (2022) that Kahoot! helped students to maintain interest in the lessons during learning activities. Setiawan et al. (2022) in their research also stated that the use of Kahoot as an interactive media used in learning in vocational schools can increase the ease of students' understanding in learning, which can also increase students' interest in learning. Sari and Nurani (2021) added that learning in the current technological era can be combined with games, for example the Kahoot application, which can increase students' participation and interest in learning.

The application of Kahoot learning media prioritizes students' excitement, interest, involvement and enthusiastic attention during learning activities (Putra & Afrilia, 2020). Students do learning as usual, namely learning the material provided with the help of presentation media, then in the middle or end of learning, students are given quiz that can stimulate the learning that has just been learned (Ebadi et al., 2021). With this learning model, students become interested, enthusiastic, and active during learning, it is evident from the activeness of students to take quiz that are designed to resemble interactive games.

Based on the description and the results of hypothesis testing, it can be concluded that the test results in this study are in the form of analysis related to the effect of Kahoot! learning media on student learning interest, as well as differences in student learning interest before and after the use of Kahoot! learning media in Office Management subjects in class XI MPLB at Public Vocational High Schools 48 Jakarta in the 2023/2024 school year. In this study, significance results were also obtained about students' learning interest with the average pre-

test results of learning interest before using Kahoot! amounting to 52.19 and the average post-test results of learning interest after using Kahoot! amounting to 66.97, which there is a difference of 14.78.

CONCLUSION AND RECOMMENDATION

Based on the results of research and overall data analysis on the Effect of Using Kahoot! As a Learning Media on Learning Interest in MPLB XI Grade Students at SMK Negeri 48 Jakarta in the 2023/2024 Academic Year in Office Management Subjects in the previously described, it can be concluded that there is a positive and significant difference between the application of Kahoot! learning media on student learning interest in meeting management material in class XI MPLB at SMK Negeri 48 Jakarta in the 2023/2024 academic year. In this study, there are several limitations found so that with these limitations, future researchers are expected to pay more attention in order to perfect similar research. There are several limitations in this study, including: (1) In this study there are limitations to the variables studied, where in this study there is only one independent variable involved, namely Kahoot! learning media which affects the dependent variable, namely learning interest. Whereas learning interest can also be influenced by other factors, namely internal factors; (2) The instrument used in data collection is not the only instrument that can reveal all aspects under study even though it has previously been tested; (3) The number of classes is very limited, which is only 1 class so there is no comparison class that uses conventional media or other learning media applications. Based on these conclusions and limitations, for further researchers, it is expected to compare other learning media similar to Kahoot! that can outperform Kahoot! to increase student interest in learning, especially in Office Management subjects.

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