

## **THE IMPLEMENTATION OF GAME-BASED ON LEARNING MEDIA**

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### **Abstract**

This study aims to determine the improvement of students' language learning outcomes by using the Kahoot! application. This study applies the classroom action research (CAR) model Kemmis and Mc Taggart with which consists of 4 stages, namely planning, action, observation, and reflection. Researchers used exercises with Simple Present Continuous Tense material as pretest and post-test instruments. The research findings show that the Kahoot Application can improve student learning outcomes. The results of this study indicate that the percentage of posttest completeness (after the Kahoot application is applied) is 100% greater.

*Key words: Kahoot and application*

### **A. INTRODUCTION**

The Covid-19 pandemic has had several impacts on teachers, students, and other school residents. The most prominent impact is on student learning outcomes. Many students experience a decline in academic achievement. Such as learning problems that occur in students of MTs Bina Iman Pasir Belengkong. Student academic achievement has decreased quite seriously. This is due to the lack of direct interaction between teachers and students. While learning outcomes are the basis for determining the level of student achievement in the learning process or the level of

acquisition of the learning process. If student learning outcomes decrease, then the ongoing learning has not achieved the success that should be obtained from a lesson.

Then, in addition to the lack of interaction, one of them which causes a decrease in student learning outcomes is less the existence of learning media used by teachers to the improvement of learning outcomes. Besides that, learning media is a tool that should be in the learning process. Because utilizing learning media can support the teaching and learning process that goes well. In this monotonous learning, students feel bored and there is no motivation to learn because of monotonous learning. This causes a decrease in learning outcomes for students.

In the industrial era 4.0, various media are available learning that can overcome some of the problems that always occur in the teaching and learning process. One of them is learning media digital game-based learning. Digital game-based learning Digital-based game learning is a method of incorporating educational content into games to involve students. James Paul Gee argues that well-designed video games are efficient learning machines, as they motivate and engage the players in such a way that they are learning without being aware of it (Wang & Tahir, 2020). Games can be beneficial for academic achievement, motivation, and classroom dynamics (Wang & Tahir, 2020). Therefore, with educational games, it is hoped that can improve student learning outcomes. This educational game is considered effective in improving student learning outcomes because games can cause enthusiasm, activeness, and enjoyment so that interest and motivation to learn students grow.

Digital game-based learning is one way to provide a learning experience that can increase student collaboration participation in learning. In this case, the researcher uses digital game-based learning based on the Kahoot! application. Kahoot! is a game-based learning platform used to review student knowledge, for formative assessment or as a break from traditional classroom activities.

Learning media based on digital game-based learning using an application Kahoot! was chosen to be experimented with at MTs Bina Iman Pasir Belengkong, among others, this application has not been implemented in the school. This is based on an interview with an English teacher at MTs Bina Iman Pasir Belengkong who stated

that the Kahoot! application had never been implemented before. This is due to the absence of the teacher's ability to apply Kahoot! game-based learning media. In addition, the reason researchers are interested in researching the school is that the school already has adequate facilities to carry out learning activities using the Kahoot! application.

Based on the information above, the implementation of learning by utilizing digital game-based learning media using applications Kahoot! can improve student learning outcomes.

## **B. DISCUSSION**

### **1. Media**

Learning media in a narrow sense means components of materials and components of tools in the learning system. In a broad sense, media means maximum utilization of all the components of the system and learning resources above to achieve certain learning objectives.

According to Hamidjojo, what is meant by media are all forms of intermediaries used by people to spread ideas, so that the idea reaches the recipient. Meanwhile, McLuhan provides a limitation in essence that the media is a means called a channel, because in essence the media has expanded and extended the human ability to feel, hear and see within a certain distance and time limit, now with the help of the media these boundaries almost disappear. And furthermore, Blacks and Horalsen argue, media is a communication channel or medium used to carry or convey a message, where the medium is the path or tool by which a message travels between communicators to communicants. (Miftah, 2013, p. 97).

Based on the opinions above, it can be concluded that the media is a tool or means that functions as an intermediary or channel in communication activities (delivery and receiving of messages) between the communicator (message sender) and the communicant (message recipient).

#### **Purpose of Learning Media**

The purpose of learning media as a tool during learning, as follows:

1. Facilitate the learning process in class
2. Improve the efficiency of the learning process
3. Maintain relevance between subject matter and objectives learning
4. Helping students' concentration in the learning process

#### **Benefits of Learning Media**

The benefits of learning media as a tool in the process learning, are as follows:

1. Learning becomes more interesting for students so that can foster learning motivation.
2. Teaching materials will have a clearer meaning, so that students can better understand it, and allow students to master teaching goals well.
3. Varied learning methods, not only verbal communication through the words spoken by teacher, but can create a learning atmosphere that fun, and the teacher doesn't run out of steam.

Students are more active in learning activities, because they not only listen to explanations from the teacher, but also other activities carried out such as: demonstrating, observing, and doing.(Miftah, 2013, p. 100).

Media in a narrow sense means components of materials and components of tools in the learning system. In a broad sense, media means the maximum utilization of all components of the system and learning resources above to achieve certain learning objectives. According to Hamidjojo, what is meant by media is all forms of the role of communication between humans (in this case, between learners and learners). Although there can be direct communication between students and learning materials, there is a role for learning media.(Miftah, 2013)

#### **2. Digital Game Based Learning**

According to Marc Prensky (2001) Digital Game Based Learning as “any marriage of educational content and computer games”. Digital based game learning is a method of entering educational content into games with the aim of engaging students. The use of software on computers and applications on smartphones is designed to balance learning content with game content and is able to assess learning abilities whether they have mastered and are able to apply their knowledge in the real world.

Digital game-based learning utilizes learning through patterns of learning and playing using a computer or smartphone. Through this method, students are stimulated by three things at once, namely emotional intelligence, cognitive intelligence, and psychomotor. The use of media and digital game-based learning methods is a combination that is very close to the daily activities of today's students, which we know as the millennial generation. This closeness will bring a happy atmosphere and increase student motivation. In digital game-based learning, it is designed by incorporating elements of competition and cooperation in solving cases in each stage of the problem being worked on. As well as the speed with which results are obtained in the evaluation process, the teacher will more quickly provide feedback on the results of the learning evaluation (Putri & Muzakki, 2019)(Oktari, 2020, p. 190).

### **3. Kahoot!**

Kahoot! is an internet-based teaching application or educational platform for attractively packaged quizzes. (Christiani, 2019). By using Kahoot! we can play and learn. Kahoot! is a game-based learning media platform that is free to use and makes the learning process more fun.

#### **Advantages and Disadvantages of Kahoot! Application**

##### **Advantages of Kahoot! App**

###### **(a) Make it easy for teachers**

The presence of Kahoot! makes the teacher no need to be difficult to develop digital-based educational technology game-based learning to be integrated in the classroom.

###### **(b) Ease of operation**

Ease of operation and ease of access through smartphones and computers, making Kahoot! becomes a game-based learning media learning with the number of active users in February 2019 recorded through the similarweb.com site has been more than 34 million worldwide. This strengthens the indication of ease and usefulness in learning both at school and outside of school such as training.

###### **(c) Can be used for various purposes**

Kahoot! can be used easily for various kinds of learning and training needs as

an evaluation medium, giving homework assignments as well as just to provide entertainment in learning process. Kahoot! is designed to be user friendly with taking into account the convenience of users, both teachers and students. Use of Kahoot! does not need to install software both on computers and smartphones because they are made through web base software and does not need hardware specifications and software special software for its use. As a web base software only required account registration as a teacher or trainer via Kahoot!.com account. If you already have an account Facebook or Gmail account, it will be easier in registration the account. As a student user only use the address Kahoot!.it URL without having to register your own account, just enter the PIN obtained from the teacher account when Kahoot! is in apply. Especially on smartphones, it is facilitated by the presence of mobile app that can be downloaded for free via Google Play Store. mobile app to make it easier to make questions and make modifications if needed changes via a smartphone without having to go through a computer.

(d) Has many useful features

Another advantage is the presence of analytical features evaluate the learning outcomes of each student and each question point for make it easier for teachers to analyze and make feedback on learning outcomes. In addition, more and more content Quiz games that are available for free and use as entertainment in the learning and training process.

#### **Disadvantages of Kahoot! App**

(a) Requires internet facilities

In accessing the Kahoot! application, it is necessary to have high- speed internet access, but what becomes. The problem with this problem is that not all schools facilitate internet network.

(b) Requires device media to access it

There is a need for media devices such as smartphone, laptop, or computer to access it. However, the problem with this problem is that it is not all schools facilitate the existence of smartphones, laptops, or computers or rules in the school environment to prohibit the presence of a smartphone or laptop device to carry by students. And not all students have laptops or laptops smartphones today.

- (c) There must be a Projector and in good condition electricity is always available during the learning process through Kahoot!. If these facilities are unavailable, then learning becomes difficult and ineffective through Kahoot! media. (Putri & Muzakki, 2019).

### **C. DATA ANALYSIS**

The data analysis stage was carried out after all the data had been collected, the data were in the form of observations of student learning activities, results of observations of teacher teaching activities, and student tests. The results of the data obtained from data collection with observation techniques is as follows:

1. The results of student observations in the first cycle obtained an average score of 3.7, while in the second cycle the average score was 4.6. This shows an increase in learning English using the game-based learning method with Kahoot!.
2. The results of observations of teacher teaching activities in the first cycle obtained an average score of 4.3, while in the second cycle an average score of 4.6 was obtained. This also shows an increase in the ability of teachers in class management so as to improve students' skills.
3. While the results of data collection obtained by the evaluation test technique of student learning outcomes increased from the pre-cycle with a completeness percentage of 17% and an average of 65.9 which had not reached the learning completeness criteria (KKM), the first cycle with a completeness percentage of 83% and the average score of 81.43 has reached the KKM, and ends with the second cycle with a 100% completeness percentage and an average of 97 has reached the maximum KKM score. All students have been declared complete, this is indicated by an increase in efforts to improve student learning outcomes by using the game-based learning method with Kahoot!.

#### D. DISCUSSION OF RESEARCH RESULTS

From the research that has been carried out which consists of two cycles, there is an increase in each learning process successively from the first cycle and the second cycle as seen in the presentation of student achievement. The average score of students as well as teacher and student observation scores between the first and second cycles, as shown in the following table:

Percentage of Learning Completeness Average Score of Students and the Average Observations of Teachers and Students Between Cycle I and Cycle II

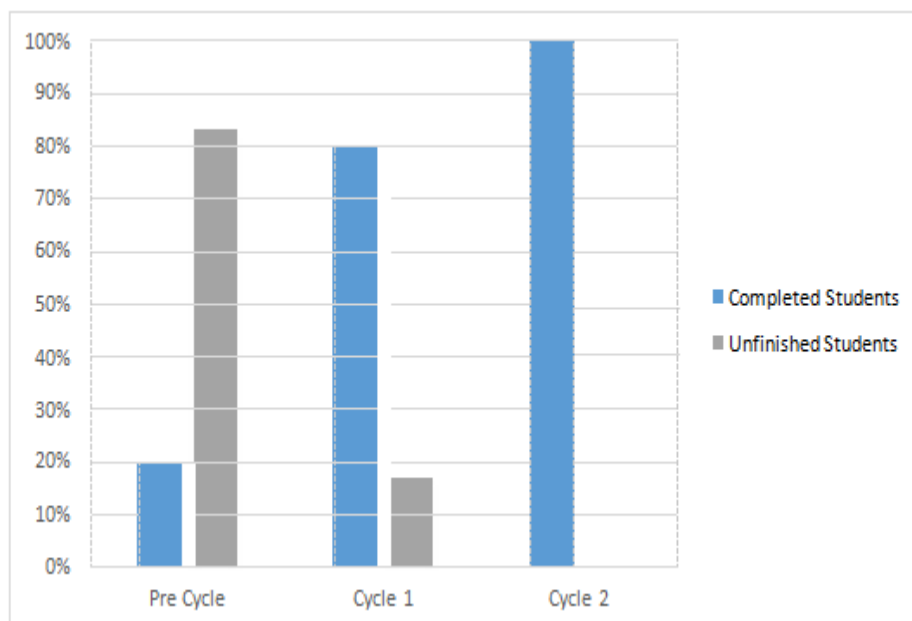
Cycle	Average student grades	Achievement Percentage	Observation Score			
			Teacher	Category	Students	Category
I	81,43	83%	86	Very good	37	Good
II	97	100%	92	Very good	46	Very good

The table above shows that there is an increase in the percentage of student achievement in learning the average score of students from cycle I and cycle II, namely the percentage of student achievement in cycle I by 83% with an average score of 81.43. Increase in cycle II 100% with an average score of 97.

The increase in the percentage of student achievement with the average student is in line with the improvement in the learning process. Both teachers and students. From the first cycle of teacher activity, the score was 86 with a satisfactory category. Meanwhile, the students' activities got a score of 37 with good category.

Based on the comparison of student learning outcomes data in the pre-cycle, cycle I and cycle II, it can be concluded that the use of game-based learning models with Kahoot! can improve student learning outcomes in English subjects in class VIII MTs Bina Iman Pasir Belengkong. As can be seen in the following graph:





The graph above shows that there is an increase in student learning outcomes in learning successively according to the comparison of learning outcomes data from pre-cycle, first cycle, and second cycle. Pre Cycle by 17%, increased in Cycle I by 83%, and increased again in Cycle II by 100%. With the increase in student learning outcomes in learning, the application of the game-based learning model with Kahoot! able to improve student learning outcomes.

## CONCLUSION

Kahoot app! is a learning media that is easy to access and use. Students can directly install the Kahoot! on Google Playstore or open the web. The presentation of interesting quizzes makes students very enthusiastic and enthusiastic about participating in learning

Based on the results of the research analysis obtained, it will be concluded that the use of Game-based learning models with Kahoot! can improve student learning outcomes, especially English subjects. This is evident in the pre-cycle with an average score of 65.9 then increased in the first cycle with an average score of 81.43

then increased again in the second cycle with an average score of 97. While the completeness of student learning outcomes in the pre-cycle was 17% while in the first cycle is 83% then increased again in the second cycle is 100%. In addition to the Game-based learning model with Kahoot! can increase teacher activity in guiding and drawing conclusions from the subject matter. While student activities, students can pay attention to the teacher's explanation during the learning process, students are active in asking questions and answering teacher questions

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