Improving Student Learning Outcomes Through The Use of Kahoot Media

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Abstract. The purpose of this research is to determine the application of kahoot media in the Islamic Education Methodology course at the Islamic Education Study Program, IAIN Curup; to determine student learning outcomes in the Islamic Education Methodology course after applying kahoot media in the Curup Islamic Education Study Program; and to determine the effectiveness of the application of kahoot media on student learning outcomes in the Islamic Education Methodology course at the Islamic Education Study Program. The research method is qualitative, and the research subject is a lecturer at IAIN Curup's Islamic Education Institute. Observation, interviews, and documentation are all methods for gathering data. Techniques for data reduction, data analysis, and data conclusions. Lecturers must be creative and innovative in their use of media. The use of kahoot media in the classroom revealed numerous benefits and drawbacks. When Kahoot media is used effectively in class, learning objectives can be met. The meaning of the material presented is explained by media kahoot. Learning with this kahoot media makes learning more enjoyable and prevents students from becoming bored while taking difficult-to-understand lessons.

Introduction

Lecturers play a critical role in the development and realization of individuals, as well as in the development of the nation and state. The progress of a culture is determined by how it views, values, and employs human resources, which is closely related to the quality of lecturers provided to members of its community and students. However, our lecturers face numerous challenges, including a lack of methods for implementing the learning process. Students are not encouraged to develop their thinking skills during the learning process, which overburdens their brains with various teaching materials that must be memorized. It is also not directed at building and developing students' character and potential. Symptoms such as these

According to Law Number 20 of 2003, Lecturers are a conscious and planned effort to create a learning environment and learning process in which students actively develop their potential to have spiritual and spiritual strength, self-control, personality, intelligence, noble character, and skills required by himself, society, nation, and state (Sanjaya, 2008). Similarly, lecturers worldwide strive for learning effectiveness, according to Kadaruddin's objectives. The lecturer oversees all

processes. All Lecturer planning, teaching planning, and Lecturer activities can be directed to the formation expected by the community based on the lecturer's objectives. In practice, achieving that goal begins with a school-planned teaching process. In other words, the school provides a Lecturer environment conducive to the lecturer's efforts to achieve their objectives (Kaharuddin, 2015). The facts in the field are not a few lecturers who have not mastered and understood, especially laptops. The laptop is one of the essential things in learning media. Learning media is a tool that functions and can be used to convey learning messages (Sanaki, 2013).

Many lecturers are still not using technology-based learning media. Even lecturers with certification allowances cannot master/use modern learning media. There are several reasons why so many lecturers cannot master/use learning media. First, because the lecturers judged that the retirement age had arrived, both of them were too abrupt, and it appeared that the government was forcing them to implement K13. Although there are some issues with the use of electronic media in learning, lecturers should be able to create a comfortable and pleasant learning environment for students.

The lecturer can do this classroom conditioning by using and utilizing applications and content that can support learning. For example, Kahoot media are visual learning media such as pictures, diagrams, charts, timelines, films, and other demonstrations in written or spoken words (Indriana, 2011). There are various types of learning media that lecturers can use. Kahoot media is one type of media that lecturers can use. Kahoot is an interactive learning media that can be used to conduct pre-tests, post-tests, practice questions, material strengthening, remedial, and enrichment activities. The questions presented in Kahoot media have a limited time allocation, and students are trained to think quickly and accurately when solving problems with Kahoot media. Another advantage of Kahoot media is that pictures and colors will represent the answers to the questions, and the display on the lecturer's and students' devices will change automatically based on the number of questions asked (Lime, 2018).

Some students regard Islamic Education Methods as complex subjects to master because the Islamic Education Method includes Islamic learning methods that are difficult for students to understand. Seeing the problems that arise, the authors innovate by using the Kahoot application to solve the problem of student saturation in the Islamic Education Method. One application that can foster motivation to learn and sharpen students' attention to lessons is the Kahoot application. Using existing technology and incorporating it into teaching and learning activities. It is hoped that by utilizing technology for students, the education world will be able to compete with other nations, and lecturers in Indonesia will be able to create technologically intelligent outputs and adhere to international standards.

Panji Muhammad, Khairul Muslim, Damayanti Veronika Sidauruk, and Suci Amanah Limbong conducted research at SMKN 1 Percut Sei Tuan titled The Effect of the Kahoot Interactive Media Learning Model on Improving Student Learning Outcomes in Building Construction Subjects. This study aims to compare learning outcomes between classes that use the interactive media learning model KAHOOT!

And classes that learn using traditional procedures on building construction subjects for SMAN 1 Percut Sei Tuan class XI students. The experimental group's average pre-test value was 51.57, while the control groups was 51.87. The experimental group's average value after treatment was 83.80, while the control groups was 74.33.

This study aims to determine the improvement of learning outcomes in IAIN Curup students through the use of the KAHOOT! In the Islamic Education Methods Course at the Islamic Education Study Program, IAIN Curup, as well as to assess students' understanding of the Islamic Education Method Course after using Kahoot Media in the Curup Islamic Education Study Program.

Method

This study employs a qualitative descriptive approach. The study took place at the PAI IAIN CURUP Study Program. This study's subject is a Lecturer in the Islamic Education Study Program at IAIN Curup who uses Kahoot learning media in the Islamic Education Method course. The primary data subject is a PAI Study Program lecturer who teaches with Kahoot media. Journals, books, and documentation relevant to our research are examples of secondary data sources. In the Islamic Education Study Program IAIN Curup, the data collection technique was an observation, which directly saw the media used by lecturers in delivering courses and the initial conditions of student understanding. The interview method was used to collect data.

Results and Discussion
Results
Application of Kahoot Media in the Methodology Course for Islamic Lecturers at the Islamic Education Study Program, IAIN Curup

Media use in classroom teaching is a necessity that cannot be ignored. It is understandable, considering that the learning process experienced by students is focused on various activities to add knowledge and insight to the provision of life in the present and the future. One of the efforts that must be taken is how to create a learning situation that allows the process of learning experiences to occur in students by moving all learning resources and learning methods that are effective and efficient.

To achieve the goal of the Effectiveness of the Application of Kahoot Media in Improving Student Understanding in the PAI IAIN Curup Study Program, cooperation from various parties is needed, including Lecturers, Students, and related parties. The steps in using Kahoot media are as follows:
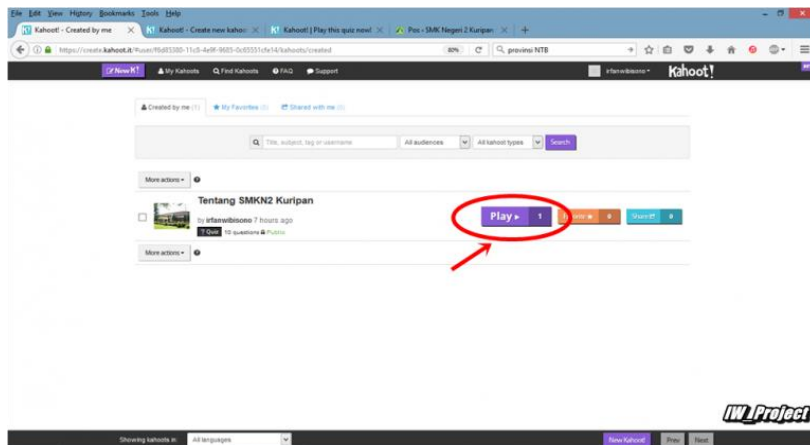
First, go to the Kahoot page by accessing the https://get kahoot.com link, then log in with the registered email and password.
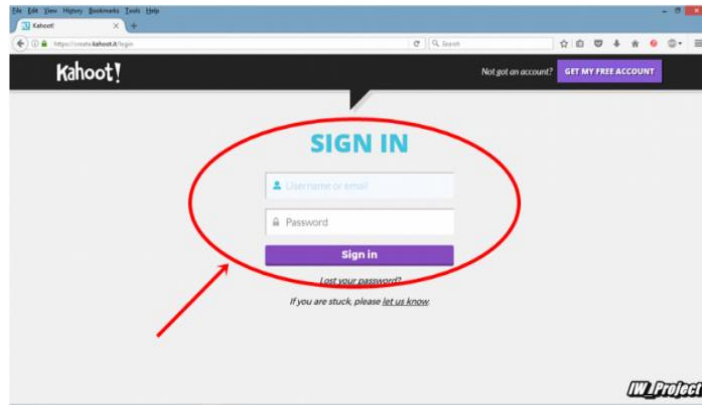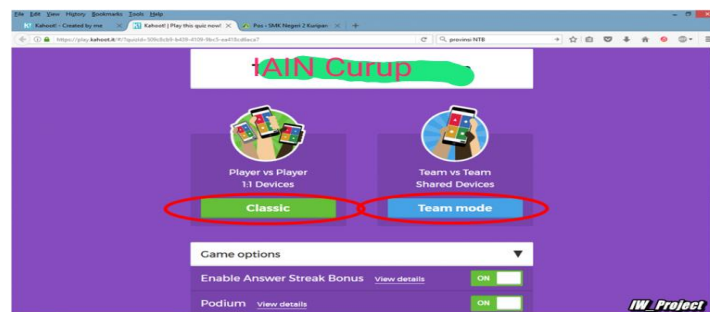
Second, then clicking on the available kahoot menu, then the quiz choices that have been made will appear.
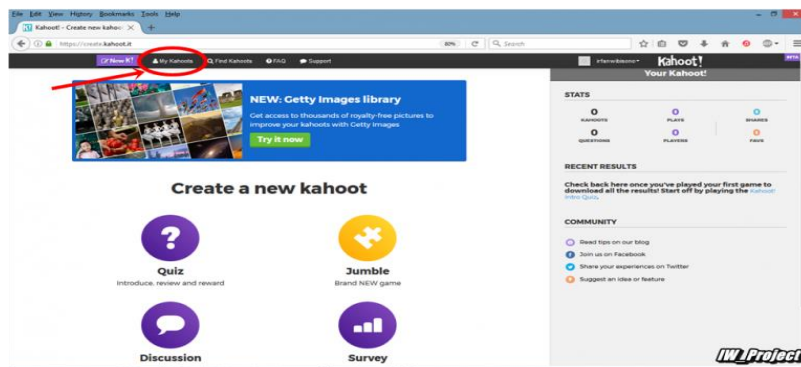
Third, pressing the play button.

Fourth, you are welcome to press how to play, and there are two classic and team options.

Fifth, they instruct students to access the https://kahoot.it link and are required to enter a PIN to access this quiz game.

Sixth, Kahoot is ready to start with control and control on the laptop.

In applying the media in the teaching and learning process on campus, there are several studies on the media used in the learning process on campus, especially the Islamic Education Method Learning, namely:

Kahoot media is used following the learning objectives.

When Kahoot media is used effectively in the classroom, it can help students achieve their learning objectives. According to Asri Karolina's interview findings, "it is consistent with the purpose of Kahoot learning because it is used for quizzes, uts, exams, and daily exams." According to Noza's interview, "Yes, teaching Ashwat science, quizzes with Kahoot in the form of questions that match the material being studied." Other interview sources; "Yes, so this Kahoot media, one of which is an evaluation tool, the questions are based on the learning objectives."

Media Kahoot explains the meaning of the material presented.

Materials are knowledge, skills, and attitudes that students must master to meet the competency standards set. The results of the interview are as follows: Kahoot media can explain concepts; for example, we may ask questions in the form of multiple choice, and it can explain the idea and its meaning is interpreted, or it can also use essay questions, but if you use essays it is difficult to score because it is not automatic, but if you use multiple choice automatically, you can explain the meaning of the material. From another informant: "Kahoot is an application; it is the creativity of the lecturer who is demanded in making the evaluation questions, input in the Kahoot application, how deep the lecturer writes the questions to examine the depth of the material."

Kahoot media can only be accessed via the internet.

Kahoot media is a new learning media that can only be accessed via the internet. All interview sources stated, "of course, yes, and internet network disturbances are often a problem." From the interviews, the researchers concluded that Kahoot media could only be accessed through the internet network because Kahoot media is only played online; the main requirement of Kahoot media is an internet connection. Therefore, the obstacle when using this Kahoot media is when the network experiences interference.

Student Learning Outcomes in the Islamic Education Method Course after being implemented in Kahoot Media in the Islamic Education Study Program IAIN Curup

Media Kahoot is a website on the internet that can bring a fun and fun quiz atmosphere to the classroom. Playing kahoot media makes learning fun and makes students not bored following learning, which is very difficult to understand.

Kahoot media learning makes the classroom atmosphere more fun

Following the results of interviews and observations, researchers found that in applying kahoot media in the teaching and learning process at IAIN Curup, the use of kahoot media to help students understand learning in class, according to the results of Asri Karolina's interview: "yes, it's entertaining to install applications on the play store, then answer questions because there is time, and from correcting get right and wrong results." Noza said, "yes, the class atmosphere is more lively, making students enthusiastic about attending lectures." Then the interview with Eka Yanuarti: "yes, because it can increase student learning motivation, kahoot media is a new media and can be used by lecturers or lecturers, if so far only using stationery media."

Media Kahoot can improve students' motor skills

From the results of observations, researchers saw that kahoot media could improve the motor skills of some students, and some other students have not been able to improve their motor skills in the learning process. It is reinforced by the results of Asri Karolina's interview: "it seems that they have not been able to improve students' motor skills; however, students can move their fingers, then learn to be time disciplined, the ability to think quickly and then learn to solve problems quickly." As for the interview with Noza: "yes, the movement is often carried out like spontaneity from the excitement of the media that is used compared to only the lecture method." Meanwhile, Eka Yanuarti said: kahoot media can indeed improve students' motor skills because it is with kahoot media that students may get questions that are different from one another, so they can avoid the cheating process that students usually do. That's why if one question is usually done in class through written media or paper, it can allow cheating because the questions are the same. With media, kahoot can improve motor skills.

Student kahoot media can translate learning

Observation results show that kahoot media can help skills in understanding methods and processes in translation. From the interview results with Asri Karolina: "Yes, students can understand learning after the lecturer explains and can also explain questions such as multiple choice questions." Another interview with Noza: "yes, if the questions used are matched according to the subject matter." From the results of Eka Yanuarti's interview: "with kahoot media, it is only a medium, and lecturers are required to be smart about their lecturers in designing and writing questions to describe the whole process of the learning series."

Discussion

Keeping up with the times as a lecturer is required one to be able and literate with technology, one of which is the use of media to help the learning process. As Zaim's opinion in his journal is that lecturers must be creative by utilizing technological sophistication as a source of learning, learning media, and the process of teaching and learning activities. Millennial-era lecturers must be IT and technology literate (Zaim, 2020).

Lecturers must be innovative and creative in using the media effectively to achieve learning objectives. Kahoot media has advantages and disadvantages. The benefits of this media are that it can be done using internet access so that it can be done online, and lecturers can also evaluate the lessons' results. This media also has drawbacks, such as internet access interference, so learning is not carried out through kahoot media. Using kahoot media can help students understand the material given by the lecturer and find out the results of learning evaluations such as UTS, UAS, and daily tests. Kahoot media can motivate students to understand the course and bring out the students' creativity. And also students get the evaluation questions are different, so students are required to solve the problems with their understanding.

A computerized system that creates a paradigm shift in favor of meta-knowledge defines 21st century learning. This indicates that pupils are able to comprehend the nature of the knowledge itself in addition to gaining knowledge via the learning process. Students become more independent, critical, and collaborative when tackling problems in class thanks to this method. Second, the advent of the digital era, which affects all aspects of life, may pique students' interest in the process of teaching and learning (Wang, 2015).

Information technology can be utilized as a teaching tool and can encourage students to participate actively in learning activities, resulting in a student-centered learning environment (Hikmawan & Sarino, 2018).

Particularly in the field of education, the use of smartphones and the internet is balanced and well utilized. Due to this, the education sector will advance and grow with information and communication technologies. As a result, the function of information technology in higher education is integral to the learning process. As an illustration, consider the actions of numerous professors and students who use computers and the internet on campus (Maghfiroh & Kirom, 2019). Additionally, there are significant implications for how information technology is used in education, particularly in efforts to equalize education and boost its effectiveness (Wigati, 2019).

Kahoot is a very educational online resource since it offers tools that may be utilized as learning media (Rofiyarti & Sari, 2017). Meanwhile, Graham claims that Kahoot is an online learning tool that includes free or unpaid questions that are used in the learning process to assess the learning results of students (Damayanti & Dewi, 2021).

Because the Kahoot application emphasizes learning styles that involve an active role relationship between students' participation and their peers in a competitive manner toward learning that is being studied or has been studied, Kahoot is an interactive learning medium that can be used to make the learning process fun and not boring for both students and teachers (Andari, 2020).

A game-based learning platform called Kahoot makes it simple to quickly develop, share, and play entertaining learning games or trivia quizzes. For students and instructors, Kahoot is a website that offers game-based learning that is free to use. For Android-based devices, Kahoot can also be used through an app that can

be downloaded from the Play Store. Lecturers can readily use Kahoot as a teaching tool. The benefit of Kahoot is that students must be able to answer questions accurately and fast within a set amount of time. Learning using Kahoot can be engaging for kids, backed by vibrant visual displays and music that heightens the competitive atmosphere, and it may provide solutions to issues with students (Wardana & Sagoro, 2019).

The four features of Kahoot include games, tests, debates, and surveys. It is possible to design the sort of question, choose the best response, and choose the time allotted for answering the question for games. It's interesting how images and colors will be used to convey the responses. Participants are asked to select a color or image that best captures the correct response (Ningrum, 2018).

Steps for using Kahoot Media involve signing up (signup), going to a personal page (log in), and choosing from the list of features, which includes quizzes, debates, and surveys. Educators can start entering a list of questions, their respective answers, the time allotted for each answer, and the grade for each one once they have chosen one of the features. There are no usage restrictions on the list of questions that have been entered, so it can be saved, changed, removed, added, and used repeatedly throughout the assessment process. Each set of questions has a PIN that students must input in order to complete the evaluation. Following the conclusion of the game, Kahoot! immediately displays participant scores, which can be downloaded and privately saved.

Furthermore, it prioritizes the involvement of students' active role relationships with their friends in a competitive manner regarding the subject matter that is still being studied or has been studied in the development of the Kahoot application (Ishak et al., 2017). Another viewpoint holds that Kahoot can influence changes in students' social emotional development as well as their ability to collaborate and compete (Rofiyarti & Sari, 2017). Kahoot! has another advantage in that the results of student point acquisition in answering questions can be displayed directly on the screen, making it a medium for measuring student learning outcomes During a pandemic, such as the one we are currently experiencing, Kahoot can be used as an alternative evaluation medium for lecturers who are required to conduct online learning (Ebner & Holzinger, 2007). One of the benchmarks that motivates students to improve their knowledge and skills in class is fun learning (Waldi & Irwan, 2018). The enjoyable learning process provided by games can boost positive effects by encouraging students' motivation to learn (Virvou et al., 2005).

Kahoot is an online application that can create interactive and fun online quiz-based learning media (Ilmiyah & Sumbawati, 2021). Lecturers and lecturers have used this Kahoot application in their learning. It has been clearly shown Shows significant results Students become motivated to explore learning and make it easier for lecturers to carry out assessments. This application can train students' motor skills and motivate students of the Islamic Education Study Program IAIN Curup Islamic Education Methods course. Students are required to solve problems with their understanding. Students are required to solve problems with their knowledge to create independence. Kahoot has the advantage where Kahoot is flexible because

it is connected online and provides excellent and attractive visuals, but Kahoot has a weakness in that online Kahoot is often a significant problem in its use

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