

Student's voices on Kahoot at tertiary level in East Kalimantan

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Naskah diterima: 18/05/2021; Revisi:14/06/2021; Disetujui: 22/06/2021

Abstract

Learning experience that motivates students can be created where competence is descriptively assessed using gamification technology. A survey of students' opinions of gamification is conducted to determine the best practices of its use, the environmental conditions necessary for its success, and how the application should proceed. The effects of gamification on reading achievement were examined using decriptive qualitative design. The Kahoot application was found to be the preferred method of gamification in this study. 80 English students took part in the research and they study at the Department. In collecting the data, the researcher used a questionnaire to assess the impact of a student perspective gamification strategy and analyzed descriptively using the Statistical Packages for Social Science (SPSS). The findings reveal that adding gamification to the course can increase students' overall interests and boost the aspirations of students to be succeeded in the course. This method also has a strong impact on the motivation of students. This study is found that Kahoot can be used to gamify lessons successfully. In my research, the gamification method lead to greater engagement done by students.

Keywords: *Student's voices; gamification; kahoot; higer education*

Introduction

The development of technology provides a new concept for teachers to undertake training exercises. The need for new pedagogy in order to meet millennials is one of the challenges faced by teachers. Since younger students are highly technology-based, nearly every aspect of their lives cannot be excluded from technology. Young students can quickly receive information, exchange or update social media information and spend a lot of time playing games online. This technologydependence cannot, however, lead students to succeed in their classroom. Moreover, challenges arise from researching academic lucidity that indicates that universities cannot be unrealistically

expected to think carefully about improving the design and delivery of courses, with students at the centre of transformation.

As student voices are becoming an increasingly important driver in institutional ranking, it would be advisable for student staff to examine how alternative approaches, such as mixed learning, can be incorporated into their teaching to encourage more active involvement and engagement (Cavanagh, 2011; Okaz, 2015; Wolff et al., 2015). Gamification provides many opportunities for students and teachers following the voices of the students. These activities encourage learning and increase the speed of learning results by actively participating learners to learn the foreign language. It also allows students to feel relaxed and safe at school, which triggers students' social and communicative skills that are very necessary for foreign language learning (Bosworth, 2012).

This is why it is essential to review and decide the tasks planned by the teacher carefully. Teachers should keep in mind that these types of games should be tailored to the needs, scene, personality, age, and interest of students; otherwise, such activities would not help students learn well and enjoy at the same time. When these qualities and contributions of games and gaming practices are taken into account, they cannot neglect their pedagogical importance.

In gamification research, a motivational environment and skill internally may have a major impact on physical awards and working involvement (Huckabee & Bisette, 2014; Muntean, 2011). Technological advances have been suggested to be persuasive and can play a useful role in balancing inspiration and motivation for continuous improvements in human behaviour (Hamari, Koivisto, & Pakkanen, 2014; Hamari, Koivisto, & Sarsa, 2014). If students have to think about alternative environments and build a competitive atmosphere, gamification applications can be justifiable (Icard, 2014). Moreover, Raymer (2013) strengthens the commitment and learning that go hand in hand and can't go without. The "gamification" of learning, perhaps most important, enhances the participation of students by drawing attention to all students, mixing a cooperative, quick learning atmosphere and friendly competition (Kapp, 2012). Bergin and Reilly (2005) said that 'games are used as a way of promoting the learning of pupils to attract the attention of pupils because we are all more excited to learn.'

Several studies related to gamification to increase the involvement of students (Hanus & Fox, 2015; Kuo & Chuang, 2016; Sanmugam et al., 2016). Game design elements in non-game environments are a game design element that enhances participants and desired behaviour. Engineering advances make it possible to use game elements. In a non-playing context, the teachers may use methods to create lesson plans. Not all teachers are bold enough to take

online gamification, such as Kahoot!, Quizzz, Socrative, and Quizale are excellent options for teachers who can choose from various activities to stimulate student interest and increase student attendance at class. [Clark and Mayer \(2016\)](#) note that emerging technology will invariably benefit from their use with the learning process. By offering instant feedback, the use of Kahoot supports students' metacognition. Kahoot also provides the opportunity to evaluate students' concepts and help to build new knowledge and understanding by further explaining the conceptual understanding during or after the game. Overall, the use of Kahoot has positive impact and given the students chances to participate and to make a contribution to the learning process either introverted or extroverted students.

Collaborative education happens when students in small groups work together towards a shared objective, create meaning, explore a subject or improve skills ([Prince, 2004](#)). It enhances student participation, happiness, commitment, and higher-order education and encourages students to answer, explain, and justify opinions ([Lantz, 2010](#)). [Stowell and Nelson \(2007\)](#) further noted that when combined with technology, the impact of active collaborative learning is further improved on student success. As far as technical equipment under consideration in this paper is concerned, Kahoot allows students to process teacher questions cognitively, and enhance participation by incorporating significant change in class formats because it promotes the treatment of new concepts, incorporation and previous knowledge ([Mayer et al., 2009](#)). Kahoot supports the promotion of active learning and students' commitment to the formation of information so that students feel that they are involved. This study aims to enable students to evaluate the Kahoot application incorporated in the current learning environment. The Kahoot app is the most common method of gamification and our objective was to measure and decide if this gamification technique affects the student's performance.

Methods

This study was designed to collect descriptive qualitative research from several related works of literature on online media applications in English classrooms. As everybody knows, Kahoot online media application is a popular application that is always used in many people in this world. To conduct this study, 80 undergraduate students of Widyagama Mahakam Samarinda of East Aset, Aset, enrolled. In collecting the data, the researcher used an instrument that was a questionnaire. The questionnaire was provided by giving a set of questions or written questions to the respondent to answer. In this study, questionnaires used in the form of open and closed questions. Open questions expected the respondent to write the answer in the form of a description of something. Closed questions expected a short answer or expected the respondent to choose one alternative answer from each available answer. A

Likert scale was to assess the impact of a student perspective gamification strategy. There were 32 items on General Perceptions on the Gamification Method available. Students were also evaluated by using a 5-point Likert scale (completely agree, agree, indecisive, disagree, and completely disagree). A score of 5 points was associated with a response of "Completely agree".

Findings and Discussion

1. Student perceptions on the gamification method

The students' answers to gamification questions are displayed in Table 1. When a form of gamification was used for the Kahoot framework in all courses, all questions were answered: "completely agree". Examination results revealed that an integrated gamification process enhanced the interest among students in the classroom ($M=4.21$, $SD=.41$) and that students further researched the gamification system to achieve success ($M = 4.70$, $SD=.46$). In addition, classroom competitions have been found to increase the motivation of the students ($M=4.43$, $SD=.49$), to communicate better in the classroom ($M=4.63$, $SD=.48$). It was thought that gamification methods are a probable asset ($M = 4,94$, $SD = 0,24$) in other classes and that the mobile gamification approach made students feel better ($M = 4,05$, $SD = 0,97$). The framework for reward ($M=4,56$, $SD= 0,50$), and gamification in areas that feel bad, students improved by observing their status ($SD=4,35$, $SD=1,03$). The reward system was considered to be motivating. The combined method of learning allowed students to get a better grasp of the lesson ($M=4.58$, $SD=.43$).

Table 1. Students' Perception on Gamification

No.	Statement	Mean	SD
1	My interest in the lesson is growing through a gamification method	4.21	.41
2	I am learning further to achieve by gamification methods	4.70	.46
3	I improve my motivation by playing in a gamification method with other students in the classroom	4.43	.49
4	I communicate with my friends to gamification methods more successfully	4.63	.48
5	I want to use gamification methods in other lessons too.	4.94	.24
6	Using my mobile gamification system helps me feel better.	4.05	.97
7	Rewards associated with gamification motivate me	4.56	.50
8	I can see my achievement and strengthen myself in areas in which I am lacking with the Gamification process.	4.35	1.03
9	Using a gamification approach combining a learning method helped me to better understand the lesson	4.58	.43
10	Working together with a gamification approach demonstrates how teamwork can achieve achievement	4.34	.47
11	The gamification method makes it easier to remember details.	4.79	.41
12	My confidence is enhanced with every question I answer correctly	4.41	.92
13	Gamification approaches boost competitiveness in the classroom	4.83	.38
14	Time-based racing increases my pace in answering questions in the gamification process.	4.41	.49
15	Gamification applications encourage me to exercise time management skills	4.38	.95
16	Gamification methods allow me to learn challenging subjects while having fun.	4.15	.36
17	I push myself to learn how to boost group success using gamification methods	4.73	.45
18	I increase my interest in the lesson by establishing a competitive atmosphere.	4.89	.32
19	Using a gamification approach in multiple groups, the level of competition increases	4.51	.50
20	Gamification strategies boost the excitement in the classroom.	4.75	.43

This method enabled students to succeed in teamwork by doing group work ($M=4.34$, $SD=.47$). The awarding badges ($M=4.79$, $SD=.41$) made it essential and their confidence enhanced any question they answered properly ($M=4.41$, $SD=.92$). The system increased class competitiveness ($M=4.83$, $SD=.38$) and increased competition rate ($M=4.41$, $SD=.49$). The application enabled students to better deal with their time. ($M=4.38$, $SD=.95$) and could learn some tough subjects during fun ($M=4.15$, $SD=.36$). Students were obliged to increase their group results ($M=4,73$, $SD=0,45$) by creating a competitive environment and increase their participation in the lesson ($M=4,79$, $SD=0,32$). The level of competitiveness in crowded classes ($M=4.51$, $SD=.50$), and the gamification phase increased participants in crowded lessons ($M=4.75$, $SD=.43$). This increased their participation in crowded lessons.

Many studies have found that gamification can be used to control motivation and activities of people ([Deterding et al., 2011](#); [McGonigal, 2011](#)).

The focus on one topic during the game time has been shown to the individual, and a competitive environment of education improves the student's motivation. Research on gamification has shown that gamification can be a useful and remarkable tool that motivates, encourages learning and helps solve problems in different areas, and interacts with different groups (Kapp, 2012). Gamification improves education by promoting social relations, education systems, a willingness to expertise, success in competitive conditions, competition and a passion for changing status. Gamification may also play a remarkable technological role in human behaviour transformation (Hamari, Koivisto, & Sarsa, 2014). In this study, students claimed that the approach to gamification made class rivalry ambitious and thus increased. Therefore, Gamification may be seen as an appropriate means of changing human behaviour.

2. Kahoot Application

Table 2 shows, in contrast with conventional classroom environments, that the courses carried out with Kahoot provide more permanent learning (M=4.44, SD=.50). The results also indicate that Kahoot fosters student interest in the lesson (M=4.19, SD=.39). The development of activities with Kahoot (M=4.44; SD=.79) is more interesting and using Kahoot helps to achieve constructive collaborative learning experiences (M=4.63; SD=.48). Kahoot enhances lection effectiveness (M=4.61, SD=.49) and improves enthusiasm for use of Kahoot in educational activities (M=4.44, SD=.50). The students' fast thought skills are strengthened by Kahoot (M=4.29, SD=.45). The student's enthusiasm is improved by the time limits (M = 4.18, SD =.38), and Kahoot is a continuous teacher (M = 4.58, SD =.52).

The content is more extensive, with photos inserted in kahoot-apps (M = 4.31; SD = 0.46), and the students can understand the material better (M=4.71, SD=.45). Sharing the activity of social media increases excitement (M=4.44, SD=.50) for students and increased ambition amongst the top five Kahoot scorers (M = 4.35, SD = 0.91). The use of school activity by Kahoot enables students to participate (M=4.45, SD=.50) in the events, and use Kahoot actively (M=4.43, SD=.49).

Table 2. The Effectiveness of Kahoot

No.	Statement	Mean	Sd
1	Kahoot lessons allow continuous learning in traditional classroom environments compared to learning memory.	4.44	.50
2	Kahoot increases interest in the lesson	4.19	.39
3	More interesting are activities produced with Kahoot	4.44	.79
4	Kahoot makes group learning more successful	4.63	.48
5	Kahoot boosts learning performance	4.61	.49
6	Kahoot in education improves the motivation of students	4.44	.50
7	Kahoot enables active learning	4.24	.88
8	Kahoot improves the rapid-thinking abilities of students	4.29	.45
9	Kahoot timely questions raise student enthusiasm	4.18	.38
10	Kahoot offers students the chance to have rich content	4.71	.45
11	The user can easily understand the contents by using images in Kahoot applications	4.31	.46
12	Sharing activities via social media increases motivation	4.44	.50
13	Kahoot's score system increases students' desire to become a top-five scorer	4.35	.91
14	The use of Kahoot supports students in the classroom	4.45	.50
15	The Kahoot application activities help you to learn the topic quickly.	4.43	.49

The value of the design would be strengthened by taking a visual component approach to efficient spieler designs. A gamification strategy based solely on variables would also simplify the design process (Guller & Guller, 2015). Tests by Kahoot have shown that the software supports the programme and teachers and students are easy to use. Kahoot has been shown as the best application for teachers, inspiring students in class and incorporating rivalry into the educational process. Kahoot provides a pleasant and competitive environment Kahoot (Dellos, 2015). Turan and GÖKTAŞ (2015) noted that the Kahoot Gamification App is one of the most enjoyed elements for flipped school students. In this light, we can deduce that gamification operations should be considered (Turan & GÖKTAŞ, 2015).

Conclusion

The rapid development of technology has led to increased competition in education. This competition can be manipulated by gamification in the classroom. This research paper examined students' opinions on the use of gamification techniques, the creation of gamification environments, and the process by which it is used. The data show that gamification of learning has a positive influence on the students' motivation for success. The inclusion of gamification affects the motivation of the student. The students who enjoy collaborative learning relying for each other and helping each other. The students who are asked about the impacts report that they feel more inspiring with the reward system. The students are able to gain inspiration from

gamification and develop their subjects; incorporating an approach to gamification with a blended learning method also allow the students to understand the lesson better. By gaining recognition for their works, the students become significantly motivated. When they have attention in a gamified format, they can understand the details better. Competition enables the students to improve their performance and learns topics in which they face difficulties.

This study shows that gamification would succeed in incorporating lessons into the classroom. The ease of use of Kahoot is one of the main benefits of the game. Students stated that gamification can be easily used to improve study and can be used in any setting. Gamification has proved to be more ambitious and inspired to learn in the classroom. The biggest downside of this programme is that it is sluggish and often freezes the phone screens. Teachers can involve students through gamification without technology and Internet connectivity and inspire students to implement a competitive feeling in the classroom. The capacity of the teacher to draw students' attention is a crucial factor for motivating students. Using Kahoot can help students' attention and concentration on extracurricular activities. Various types of gamification help students focus on a task because they want to complete a task.

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