

Belief and perception of international students about the game based-learning Kahoot! and the effects on their academic achievement

Muthi Syahidah Arifuddin

Institut Teknologi dan Bisnis Nobel Indonesia, Indonesia, muthisyahidah23@gmail.com

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ABSTRACT

This study aimed to investigating beliefs and perceptions about the use of Kahoot! In the learning process from the research result, the reasons for the effects of their academic achievements would emerge, whether they positively or negatively affect the international students. This research approached was a descriptive qualitative. This approach was used because the theme or research object being studied was related to the empirical condition on the research location, being in line with the qualitative research characteristics. Data were collected In collecting data from the student data in the form of scores obtained in the Kahoot! Previously while studied in the United States. This study used the statement agreement method via a google form, semi-in-depth interviews, and documentation. The data sources of this research were the research subjects' explanations and actions, which included several international students from various countries. For efficiency and effectiveness, informants were selected directly (direct sampling). The results of this study described that their beliefs and perceptions of the Kahoot! were very supportive in the learning process held in the classroom in the United States. They assumed that this application was beneficial in increasing academic achievement with a delightful way of learning. This is proven by their scores of these international students getting very satisfactory results. The specifications includes 8 out of 11 international students who are very enthusiastic about the presence of the Kahoot based-learning game application, followed by their scores increasing from before. On the other hand, three other participants did not recommend this quiz game because it was a little challenging and did not affect their learning effectiveness. The focus of this research was how Kahoot! had a positive effect on increasing student achievement. It could be concluded that Kahoot! Became the most popular application in several countries, especially in the United States of America.

Keywords: *Kahoot, The Game Based-Learning, Application, Belief and Perception, Academic Achievement.*

INTRODUCTION

Educators can incorporate play-based learning activities into education, particularly learning using technology. Modern learners are involved with technology and education, corroborating the notion that games in learning and digital games can adapt teaching swiftly. That is why Kahoot is positioned as one of the most well-known game-based learning platforms that is both educator- and student-friendly. It results from a collaboration between Johan Brand, Jamie Brooker, Morten Versvikin, and the Norwegian University of Technology and Science (2017). The game-based application was created to evaluate and assess learners' knowledge using a lighthearted quiz. Additionally, Kahoot! Includes an executive program allowing users to customize the application; Quiz, Jumble, Survey, and Discussion based on their needs and interests. Its free app expands its utility for educators and millennial students.

Several other methods to approach learning English, and one of them is through technology. Most schools now regularly use tools to optimize the teaching and learning process. Kahoot! is one of the technological tools that can help students learn English, which is possible since both students and teachers perceive the game to be engaging. Because of the more attractive appearance that inhibits saturation during the lecture, it has been demonstrated that using technology in the classroom increases students' engagement. The utilization of technology in education can include the usage of tools like gadgets, tabs, screens, etc. Additionally, multimedia instruments like CD players and tape recorders can be used in the classroom (Richards, 2015).

Using online games to include students in active learning is not a strange idea. To create a fun and exciting learning environment for students, lecturers have been introducing more and more games into their courses over the past few years. Interactive, collaborative, and competitive games tend to inspire and encourage student participation in the learning process, despite the time and effort this might require (Puspitasari et al., 2020).

This game-based application is specially designed and aimed to repeat and review the learners' knowledge and assess in a light quiz in a fun way. Kahoot! Currently owns four kinds of forms: Quiz, Jumble, Survey, and Discussion that can be used favorably according to needs and interests. Kahoot! also provides a free app that makes it more versatile for educators and (modern) learners alike. In supporting collaboration with peers, teachers, and the larger community in the world, modern learners are in need and entitled to get motivation, supportive instructional environments, engaging content, and the opportunity to learn with technical support. Modern learners are inseparable from digital life. The internet, text messages, social media, and multimedia consumption are natural everyday activities for them, and they expect the use of technology in their academic lives. There is a disconnection between the way learners live and how they learn. Closing this gap is a grand challenge for either education or school nowadays.

Games Kahoot! has been rounding off traditional lectures to enhance learning for decades. According to Tom Malone's theory of intrinsically motivating instructions. Challenge (goals with uncertain outcomes), Fantasy (captivate through intrinsic or extrinsic fantasy), and Curiosity (sensor curiosity through graphics and audio and cognitive curiosity) (Roth, 2015). The theory stated by Malone in the 1980s is still very much applicable to the teaching and learning process nowadays. However, the urgency becomes greater. Jane McGonigal, one of the greatest gamification enthusiasts. Applying games as supporting tools measuring participants' achievements, progress in learning, enhancing cognitive processes, supporting tools measuring participants' achievements, progress in learning, enhancing cognitive processes, supporting patients in getting over specific medical conditions, simulating real-life contexts to prepare the participants for the forthcoming events. Games are the world in which action is triggered by rewards, fun, and competition, where creativity, problem-solving are. Teamwork, determination, various skills are being developed, which can no longer be unnoticed by the education field.

METHODE

This research objectives are to determine how students view the utilization of Kahoot! While studying English. This study employed a qualitative descriptive technique. This report describes actual data, facts, and conditions. According to Creswell (2013), a qualitative method can be utilized to examine and predict what needs to be done and also aid in overcoming current challenges. To collect data from eleven student participants, a semi-structured interview was utilized since it allows interviewers to deviate from the questions in

order to obtain deeper and richer data when an interesting response is received. In accordance with Miles (1994), the following procedures were taken to analyze the acquired data: (1) devising (interview) questions, (2) sampling the selected data sources, (3) creating categories that will be utilized in the analysis, (4) identifying sample documents that have been selected and coded, (5) developing scales and items based on criteria for data collection, and (6) interpreting the results. This research employed a qualitative method with aims to discover the effectiveness of Game Learning to increase their knowledge about English for International Student who was before that they were not familiar with this application, particularly in Indonesia, and to find the level of motivations of international students through Kahoot! Game-based learning. The qualitative method applied in this research is questionnaire and interview by zoom.

FINDINGS AND DISCUSSION

The results of the study revealed four major topics pertinent to students' impressions of Kahoot! in language learning: (1) encouraging students to learn; (2) fostering a positive classroom environment; (3) assisting students with concentration; and (4) delivering positive attention. Each benefit is addressed in further depth in the paragraphs that follow. However, the students in each country such as, Indonesia, South Africa, West Africa (Côte d'Ivoire), Ghana, Columbia, India, and Bangladesh become an awardee in *Community College Initiative Program (CCI Program)* by *Fulbright* that cooperate with *Department of State, USA*. CCI Program is a quality non – degree academic program at US community college that deliberate to improve technical skills, enhance the leadership capabilities, and strengthen English language proficiency. This program also provides opportunities for professional internship, service learning, and community engagement activities. All International students have spent one academic year in the United States and may earn CCI certificates in their fields of study. After completing the program, international students return home with new skills to help them contribute to the economic growth and development of their country.

Student's Belief about the engagement of Kahoot!

All eleven participants appear to agree that using Kahoot! to motivate students to learn English is acceptable. Students appeared at ease and enjoyed the Kahoot assessment procedure. They were quite enthusiastic in answering the questions. A system of timers and points based on their speed in answering questions provides them with the incentive to answer the questions fast. In the program Kahoot!, there is a scoreboard. It represented the students' positions or ranks. This was one of the most influential elements on student motivation; students who receive the highest grade are thrilled and frequently receive recognition from their colleagues.

P1 from Columbia: "Increases student engagement, promises the game, and helps students acquire and apply the academic knowledge required of them while allowing them to perform, express their feelings, and interact with others".

P9 from South Africa "Kahoot! can push students to study more, particularly the use of ranking system in the class room "

According to the interview provided in the previous section, the students' behavior after utilizing Kahoot! was favorable, and they appear pleased. They participated actively in answering the instructor's questions regarding the upcoming topic. Another participant noted, "Kahoot! increases student interest during the classroom learning process, and students remain motivated throughout the learning process.

P11 from India : "I believe that one of the most significant effects of a teacher's usage of Kahoot! media as a learning tool is that students become more motivated and interested as a result of using

this tool. Eliminating bored during the learning process. Moreover, the contact between students and

teachers is friendly”.

Learning is significantly influenced by motivation. Inspiration and education are intrinsically linked. According to most psychological research, motivation is essential for effective learning. Moreover, according to Winkel (2003), research may be the ultimate directing force for students who direct activities and provide feedback during the learning process. This is the motivation that resulted from the desire to achieve the goal. Learning requires intrinsic motivation as a necessity.

Student's Perception of Kahoot! in developing a solid environment in class

As a game-based student response system, Kahoot! Builds a positive classroom environment, making its use more engaging for students. The data indicated that the participants enjoyed Kahoot! The use of Kahoot! was cited by 11 participants in this survey. This could provide an enjoyable setting for studying. The initial statement stated, "Utilize the Kahoot! to assist pupils have fun, Kahoot! It is more social and brings more excitement to the classroom.

P2 Indonesia: "The benefits of Kahoot! make learning more enjoyable for students; Kahoot! is an interesting technique to make the classroom environment more exciting".

On the other side, using Kahoot! will enhance classroom enthusiasm, according to a refutation. Fun and enjoyment, the more creative the participant's Kahoot! The display, scoring system, and method of response in Kahoot were novel for the students, attracting their attention such that they appreciate it more than chalk-and-talk techniques.

P6 from Côte d'Ivoire "One of the advantages of Kahoot! is that it stimulates student involvement during class learning, hence providing a solution for the modern education sector"

According to the participant, the learning process may be made less monotonous by requiring actual gameplay. It was because the part of the passage the game to be engaging. It allowed the player to find the correct item depending on the instruction provided that the word appears in the game. Classroom chalk-and-talk techniques might be monotonous, and students may not practice the game. According to an investigation by Budiati (2017), Kahoot is an efficient technique to make learning engaging, enjoyable, instructive, and comfortable. In addition, the students believed it was because of the Kahoot approach, which pushed them to take the quiz collaboratively in class; thus, they would be forced to compete with one another. They found it entertaining because they had the opportunity to enroll in the course and feel satisfied.

Encouraging students' engagement

8 of 11 students appear to be in approve of using Kahoot! Seeking to assist them in concentrating on it Only when Kahoot is used! Kahoot! Users report that it is a fun game.

P7 from South Africa "Encourages them to focus on their studies in the classroom. The first participant argues that Kahoot! made them more enthusiastic and focused.

Participant 11 from India added that the timing, audio, and visual elements affected his or her concentration. P111 students remarked that Kahoot sound! Is effects were superior. Maintained their concentration and concentration

P4 from Côte d'Ivoire "The timing on each quiz in Kahoot! is one of the variables that encourage student concentration. Depending on the difficulty of the questions, the instructor is often given 10 seconds to create a quiz." In addition, when the sound of the Kahoot timer fast creates a sense of tension, it increases my concentration to be more engaged".

According to the previous statement, time pressures affect their concentration and focus. Students also claimed that audio and music influence their focus. According to several students, the sound effects in Kahoot! Maintain their enthusiasm and concentration.

In addition to confirming the findings of this study, earlier findings indicate that Kahoot! can maximize students' learning experiences based on their concentration levels

(Licorish et al, 2017). The advantage of establishing high focus is that it provides media information to the brain's work system, allowing students to recall and explain subject material more effectively in Kahoot!

The issues associated with the use of Kahoot! in English language instruction,

The researcher described two issues confronted by students based on data acquired through interviews. The two issues were intermittent internet connectivity and a lack of discussion space between students and teachers. The disadvantages of utilizing Kahoot! Following terms are defined in detail.

The challenges of the usage of Kahoot! in the class room

The researcher described two issues confronted by students based on data acquired through interviews. The two issues were intermittent internet connectivity and a lack of discussion space between students and teachers. The disadvantages of utilizing Kahoot! Following terms are defined in detail.

Unstable internet connection

Kahoot! An intermittent internet connection limited functionality. Most of the students struggle with the use of Kahoot! A bad internet connection existed. Besides, Kahoot! Only a reliable Internet connection might be obtained to distract from the poor Internet connection. There were six claims concerning this outcome. Numerous participants exclaimed, "Kahoot! Require an internet connection and an LCD since a slow internet connection and unclear text display on an LCD have disrupted the learning process.

P3 from Côte d'Ivoire, "An unreliable network/Wi-Fi issue will make it difficult for students to discover Kahoot! " is the challenge or difficulty I confront in learning Kahoot!

P5 from Ghana, "Most of the problems encountered by students are external, such as technical issues with LCD projectors, internet connectivity issues, and wifi network issues."

The lack of discussion space for students and teachers.

The second issue that students experience after utilizing Kahoot! is that neither the students nor the instructor can investigate the genuine answers through the questionnaire. The issue in Kahoot! After the results were presented on the computer, it was apparent. Thus, there was nowhere for teachers to discuss the material with students. Three participants stated that Kahoot! could not be discussed by students and teachers. The first student stated that "Students and teachers cannot argue the proper and incorrect answers since there is no room between the answers to the subsequent questions."

P10 from Bangladesh "Students may not communicate with the instructor. Some questions or materials are not reviewed with the teacher since the boot has a timer; I believe there is insufficient time if everything is discussed.

P5 from Ghana "Generally, there is no discussion, so when we complete answering questions, the lecturer will move on to the next question; if all questions are discussed, we may not have enough time."

In addition, Omar (2017) finds it challenging to utilize Kahoot! Allows teachers and students to argue the subject or the assignment. After the quiz, Kahoot appeared! It could facilitate students' ability to view correct answers. Fortunately, the instructor could not adequately clarify the result to the students, so the game moved too quickly to the following question. Therefore, the students could not receive a brief explanation of the alternative solutions via Kahoot.

CONCLUSION

As an interactive online game-based learning medium, Kahoot can be improved to increase

students' motivation and independence, used to support the learning evaluation process, and as a student resource for accomplishing learning outcomes. This study revealed four advantages of using Kahoot! The study of the English language. First, Kahoot encourages

student learning. Secondly, the Kahoot! Creating a positive environment in the classroom. The Kahoot! technique encouraged the students to take the quiz in groups and acknowledged that the classroom's atmosphere was more pleasant and lively than usual. Thirdly, Kahoot! Supports students in gaining attention. Using this game, where students like to 'play' and others communicate their excitement to reach the top of the scores and accomplish the highest in the class, motivates students to compete with their colleagues to find the correct answers by establishing a positive competitive environment. Students initiate a genuine competition after the Kahoot! The quiz indicates that the names of the top three pupils are ranked higher. In this study, the researcher highlighted two issues students encounter when learning English. The unstable internet network comes first. Kahoot! Because a weak internet connection would make it difficult for pupils to load the quiz, it could only be accessible via the internet. Next, Kahoot! Offering no discussion space for students and teachers. After the questions were displayed, the students were required to quickly select the correct response by clicking on it. When students required a short explanation from their teachers, they were unable to access them simply clicking the next answer. In Kahoot, there was no room for students and teachers to discuss simple responses.

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