



Students Perception of Kahoot Media Utilization in Arabic Language Learning

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ABSTRACT

Learning media is one of the most important parts that affect the success of the student learning process. The selection and utilization of appropriate and interesting media will have a positive impact on the success of student learning. However, the utilization of learning media, especially those based on information and communication technology for learning Arabic, is still not widely found and rarely done. The purpose of this study was conducted to determine the effect of using kahoot media at State Senior High School 4 Jakarta. The method used in this research is quantitative method with survey technique using questionnaire instrument, 10th grade students of State Senior High School 4 Jakarta totaling 50 people as subjects in this study. This research technique aims to determine whether kahoot media has an effect on Arabic language skills by using kahoot media through cellphones. This learning is done using a cellphone because material from printed books has been used as a source by educators. Teachers are expected to be able to utilize learning media as a means of supporting teaching and learning activities to create interactive learning for students so as to improve students' ability to understand lessons delivered by an educator which will affect learning outcomes. Based on the results of this study, it can be seen that the use of learning media games for students can be applied in the learning process and for further researchers can use this learning media in Arabic language Subjects

Keywords: Learning Media, Kahoot Game Media, Arabic Comprehension

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INTRODUCTION

Education has an important role in order to prepare and improve human resources for the better, therefore education should be managed (Goyal dkk., 2021) . One way to manage education to run better is by creating qualified educators, structured learning strategies, and learning media that attract students in the learning process. All of this can be achieved if there is cooperation between teachers and students. If the educator can condition the learning atmosphere in the classroom (Sokal dkk., 2020), making the material as interesting as possible is a way or method that should be considered by the teacher (Mishra dkk., 2020). Technology disruption in Indonesia is not a new thing today (Usak dkk., 2020). With the industrial revolution 4.0, the massive and massive use of technology or it can be said as a technological "tsunami" can no longer be dammed. Almost all circles of society use technology (Dawood dkk., 2020). Starting from the lower classes to the upper classes recognize and use technology. Almost all Indonesians use technology even if only as smartphone or cell phone users The development of technology is very rapid (Peeri dkk., 2020), technology penetrates into various fields and lines of life (Dwivedi dkk., 2020). Various activities have changed a lot that were previously carried out in the real world (Abualigah dkk., 2021), now shifting to be carried out through cyberspace (Ghobaei-Arani dkk., 2020).

One of them that is affected is the field of Education and Training or Training which was previously carried out face-to-face, now many are carried out through the virtual or virtual world. This makes training institutions inevitably use learning technologies that have never been used before. In every education and training or training there must be learning media used. Without learning media, the message that will be conveyed from the teacher to the students or participants will not be conveyed properly (Houssein dkk., 2021). Learning Media that will be discussed here is digital game-based learning media or game-based learning or digital game-based learning media. With digital game-based learning media or game-based learning or as mentioned above (Constandt dkk., 2020), digital game-based learning media, students or participants can learn while playing. Thus learning in the classroom is expected to run actively and more fun (Long & Tefertiller, 2020).

One of the digital game-based learning media is Kahoot! Currently Kahoot! is widely used by teachers or facilitators to teach students or participants in Education and Training activities (Lai dkk., 2020). Although it is not new (Zhang dkk., 2020), there are also many teachers or facilitators who have never used Kahoot! in their learning activities in the classroom (Rasheed dkk., 2020). Kahoot! can be used in face-to-face or online education and training. From the many uses of Kahoot! Currently (Lai dkk., 2020), there are several perceptions of the use of Kahoot! In teaching and learning activities or even Education and Training activities. The process of teaching and learning activities is certainly inseparable from the problems that occur in the classroom. Most of the teaching and learning process still uses conventional learning methods (Adedoyin & Soykan, 2023). Previously, we need to know first what conventional learning is, so that we can

discuss further (Battiston dkk., 2020). An expert named Djamarah argues that conventional methods are traditional learning methods or commonly referred to as lecture methods, because from previous times this method has been used as a tool for oral interaction between teachers and students in the learning process (Paranjpe dkk., 2020). Most classroom learning still uses a teacher-centered learning approach. Where the concentration of students focuses on the educator (Fisher dkk., 2020), students listen and then take notes (Bai dkk., 2020a). The learning topic to be studied is decided by the teacher (Coman dkk., 2020). The teacher will also measure the level of student development by making questions that will be answered by students (Mishra dkk., 2020).

The kahoot app is a game program that includes four features which are quiz, shuffle, survey and discussion (Raj dkk., 2020). This kahoot app is designed by people who are lazy before thinking fast because there is an explanation of time before rewinding the events that eventually occur (Nishiura dkk., 2020). And the kahoot practice, which we perceive with the help of various images and patterns, ends with the image of a star, representing the poor who has achieved the ideal since the kahoot scene. In the kahoot reality, there are two organizations to be proud of, the classic group and the system group. Played classically, Bani Gasak prides themselves on humans while the system team takes pride and employs a team of . The purpose after this exam is to establish kahoot requirements, it is necessary to highlight the introduction of kahoot requirements to students such as the requirement to read Arabic dialects, and state the perceived limitations in the future for kahoot allocation. The reason why this examination was conducted at Madrasah Aliyah Negeri Jakarta is because this ribbon is incomplete because the container has the address of the writer, so it needs to be examined first (Yuan dkk., 2020). In addition, this famous end of the tape is surrounded by surroundings (Qi dkk., 2020), featuring hoppers and complete vehicles (Kovač dkk., 2021), to guide the explorer before practicing for the exam (Wang dkk., 2020).

The problem that occurs in learning activities is that teachers lack innovation in the process of developing learning media that takes place in the classroom. whereas its main function is as a tool that contributes to the conditions and learning environment arranged and created by the teacher (Iivari dkk., 2020). The lack of integrated utilization of information and communication technology in classroom learning has become commonplace (Yoon dkk., 2021). Although the school appears to have complete facilities such as laboratories with LCD projectors, wifi and computers on every desk (Kent dkk., 2022), some teachers arbitrarily ask the school's permission to allow students to use smart phones in class during learning or school activities. Therefore, teachers are still unable to use smartphones effectively in the learning process. In the end, students only use smartphones in a limited way, which is only to do daily tasks given by the teacher. In fact, smartphone-based learning has many promising opportunities to be implemented in the classroom since most students own the devices. The use of e-learning must meet several criteria (Zheng dkk., 2020), including the availability of facilities and infrastructure, acceptance of leadership support, availability of training, and use of equipment (Bai dkk., 2020b), as well as the implementation of socialization of the use of information and

communication technology in student learning. activities in this case (“Front Matter,” 2021), teachers must also understand the important role of teaching and learning methods in learning media. The use of learning media is very helpful in the effectiveness of the teaching and learning process and in communicating learning content (Tolosana dkk., 2020). Learning media helps students improve memory and understanding (Dashraath dkk., 2020) , present data in an interesting and reliable manner, facilitate data interpretation, load information, and increase student motivation and interest in the learning process. Several studies have shown that game-based learning is one of the most effective learning media. Currently, most teachers only use books as learning media, no other media. As a result, non-media teachers have a negative impact on the progress of teachers, students as students, and the development of learning media itself. In fact, modern learning media is of great interest to students. This condition is reflected in the enthusiasm of students in learning the media, so that the learning process can improve student learning outcomes. Therefore, teachers need to improve the use of learning media so that educators can get suggestions for the teaching and learning process. The lack of media use in the education and learning process is also a weakness of teachers in communicating students as students.

Teachers not only need to focus on one subject during learning, but also need to be able to use media professionally so that students can understand the subject correctly and appropriately. Each learning media has its own advantages and disadvantages, so teachers must be able to choose learning media that are important for their students. Media in learning helps us understand the strengths and weaknesses of media as well as possible obstacles when using it as a learning process. Learning media has several advantages and disadvantages, among others: First, it makes messages clear that cannot be seen verbally. Second, it can transcend limits, space, time, and sensitivity, such as objects that are too large to be replaced in reality and objects that are too small to be replaced on a microprojector. Thirdly, it is addressed by making appropriate and variable use of educational media. It also helps to uplift students and allow them to learn independently according to their abilities and interests. Fourth, the unique nature of students is combined with a variety of environments and experiences. This is difficult for the teacher. This problem can be solved by the presence of different media that can equalize the experience and produce the same opinion.

One of the media used in the learning process in the classroom today is the Kahoot educational game. This app is a visual learning media, has an interesting use, and guides students in understanding the learning material. In short, you can use this kahoot media to arouse students' interest, focus more and understand what material is being taught. Kahoot media is one of the alternative media that can be used as an interactive learning media, not boring for both students and teachers and can make the learning process more interesting and fun. This is because Kahoot emphasizes a learning style that includes associating the active role of students and their peers with what they learn or learn competitively. The use of kahoot media is a strategy for students to think critically and improve their ability to excel in learning . Kahoot media is free to use. In addition, kahoot

media is connected to the internet and can be used in all subjects, so it can be used in all languages.

By using this media, learning in class becomes very fun and makes students understand lessons that are difficult to understand. But this kahoot media must have an internet connection, because the quizzes asked in this kahoot media can only be played online. One of the advantages of kahoot media is that it is not only used through computers but can also be used through smartphones that have the capacity to support. The use of kahoot media as learning media is still rarely used in the learning process at school. However, it is possible that along with the development of technology in today's rapidly developing era, the use of kahoot media as learning media will later become one of the choices for teachers in the learning process, because kahoot media has many advantages in the teaching and learning process, and this media is designed to prepare for the learning process in the future. This media can be used by anyone without being limited by any conditions. The kahoot game is designed for social learning with learners gathered in front of a monitor or smartphone screen. It is different from traditional quizzes where students take part in this quiz to answer questions available in the kahoot media. This kahoot media is considered as a virtual substitute for the informative evaluation process. This media is also effective in the learning process because this kahoot media can include video and image features during quizzes to increase students' insight and understanding in the learning process

RESEARCH METHODOLOGY

Methods are techniques or strategies that we use to collect and analyze an interrelated data. Likewise, in the explanation in the KBBI that the strategy has an identification to provide convenience when carrying out a job, facilitate implementation so that it can achieve the expected results. A technique can take place with a variety of important components that can improve and accelerate the process of work. Things that can improve teaching and learning qualifications although carried out through the media used, it is highly expected that the teacher is more intelligent in its use and afterwards he is able to make the implementation of the teaching process cooperative and innovative. Qualitative research with a descriptive analysis paradigm is the basic method in this research where researchers do not go directly to the field or school but by distributing questionnaires to students via google form. Analysis is carried out by looking for direct data either in the form of an interview test or conversations with related people. his analysis uses a qualitative approach because the problem is related to students' perceptions of kahoot media in understanding Arabic. In Arabic lessons, if the author wants to know how the perception of teaching activities is very unlikely in this analysis using a qualitative research design with an instrument in the form of a questionnaire. So it can be seen that the discussion of methods in research is carried out in order to bring up perceptions about student learning through kahoot media in understanding Arabic.

The research method used in this study is descriptive quantitative. The type of respondent selection is by using purposive sampling, namely teachers who have used the

Kahoot! application in learning activities. The number of respondents was 25 people. Data collection method using a questionnaire with closed questions. The questionnaire was adapted from research in which one of them examined several perceptions of learners or students about the use of Kahoot! In this case the author used some of the questionnaire statements to examine the perceptions of teachers in using Kahoot! in their learning. The questionnaire used contains three perceptions, namely perceptions of learning effectiveness, interest and motivation. The questionnaire uses a Likert scale for measurement with a scale of 1 to 5.

RESULT AND DISCUSSION

This research was conducted at a Senior High School using a descriptive analysis strategy with a quantitative research paradigm. Research using the technique he must prepare several instruments so that the tests he conducts can be tested for validity. Before going directly to the field we must prepare an instrument in the form of a questionnaire or questionnaire. The questionnaire was used by the author to obtain how their perceptions related to learning that continues to take place using kahoot media on Arabic language subjects for high school students. The points that the author puts there are about: what learning they like the most, which Arabic language learning is the most difficult for them to understand, how the assignment technique in class learning, then perceptions about the use of media in online learning, their views on learning is fun or not, and finally whether Arabic language learning with this online system is effectively implemented. Furthermore, the responses that can be given by the object of research totaling 25 people are: strongly agree, agree, mediocre, disagree, disagree. The various responses that the author put in the questionnaire are so that students can express what they feel with several varied choices so that they can determine according to the situation and what they have felt before. For the frequency results of the respondents, the author scaled in the form of a percentage (%) to make it easier to compare one item with another.

In research using a questionnaire as an instrument. These results are not obtained by the author directly going to the place of observation, but writing using google form. Google form is an applicative media that we can use to ask questions to someone. We can set the questions in this google form according to the optional pattern we want. There are multiple choice options, short answers, long answers as needed for the questions asked in the question. We can open this Google form in chrome and if we have accessed the chrome we must log in to our g-mail account. In that login we enter our account name, then enter the account password and give our permission that chrome needs your permission to access. The use of google forms in a study can minimize the time and place between the examiner and the object to be tested. We can see in terms of place, high school students can access it anywhere, because they use mobile devices. In terms of time too, it does not depend on the students' class hours but on their free time. Filling in this google form isa we give a limit to the filling limit so if the author wants to process data from the results of the questionnaire, the author knows when approximately can process and summarize it.

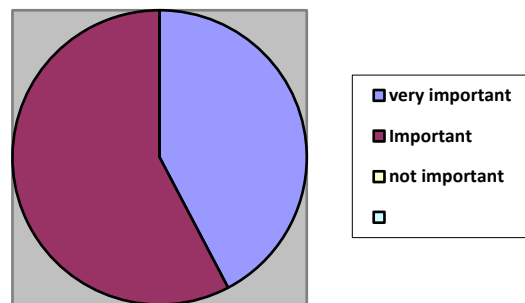


Image. 1 Importance of kahoot media in Arabic language learning

Based on the picture above, it can be seen how students' perceptions are related to the importance of kahoot media in learning Arabic for 10th grade high school students. From the diagram above we can know that the important answer choices are greater than the very important answers. The percentage of important answers is 57.7%. While the second answer is very important amounting to 42.3%. In Arabic language lessons there is such a thing as skills (maharah) such as: maharah qira'ah, maharah kitabah, maharah kalam, maharah istima' and there is also such a thing as qawa'id, usually this knowledge is summarized in the discussion of an-nahwu wa sharfu. This part of the research found data that the answer choice kahoot is important in learning Arabic is in the top position with an achievement pattern of 57.7%. The second achievement with the frequency of achievement is 42.2%. Thus we know that 10th grade high school students. One of the things that allows students to choose it on the grounds that students feel that using interactive games based on learning with kahoot media is important for understanding Arabic in the learning process. Nowadays, students are more interested in using game-based media, because the game is more interesting in asking students to understand Arabic. But actually in the rules of Arabic learning the ability to understand Arabic can be seen from several indicators, namely: in sounding letters, words, and sentences then knowing the structure of the sentences we read and finally determining the meaning of the sentence. That way the students are required to know qawa'id in Arabic which is included in the study of sharfu (morphology) and nahwu (syntax). Competence in reading Arabic sentences depends on the reader's understanding of the qawa'id or grammar

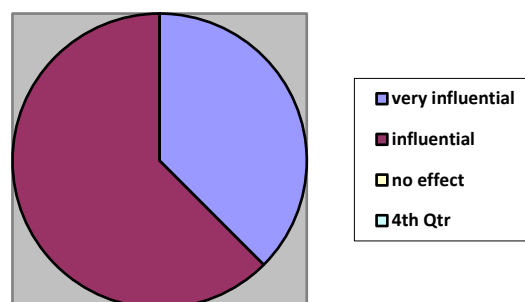
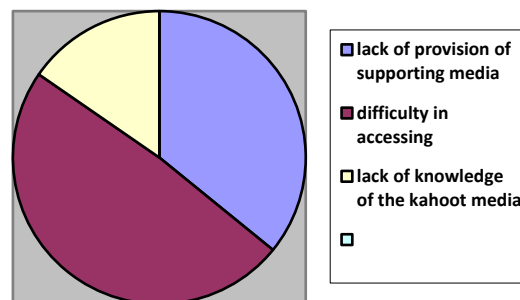


Figure. 2 The effect of using kahoot media on students' understanding in learning Arabic language

Based on Figure 2 related to the effect of using kahoot media on understanding Arabic comprehension, it is found that the perception that the use of kahoot media on understanding maharah qira'ah. Thus, the use of kahoot media can improve students' abilities in learning and achieve the quality expected by the teacher, besides supporting students' academic achievement in learning maharah qira'ah, and can help teachers in the learning process. With this kahoot media, it is very influential on learning maharah qira'ah because kahoot interactive game media attracts students' interest in learning Arabic, especially in the proficiency of hearing vocabulary or everything related to Arabic itself. To create effective and innovative learning, a teacher is required to be able to understand in advance what methods are suitable for use in the classroom. Not only that, a teacher must also understand the conditions of his students, which means that he must be able to create a cool learning atmosphere so that if the child misses, he will feel sorry for missing the lesson maharah istima'. That, culminates in student interest in the learning that takes place. Kahoot media is a tool that makes it easier for students to do learning. Media in learning serves to connect the interaction between students and educators

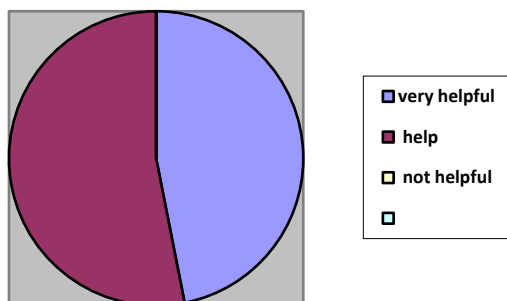


Difficulties experienced by students in using kahoot media

Based on the picture above, it is obtained that the data on students' difficulties with kahoot media are mostly experienced, namely the difficulty in accessing kahoot media in learning with a total percentage of 46.9%, then the second difficulty is the lack of provision of supporting media with a total of 34.4%, then the lack of knowledge of kahoot media is 18.8%. From the diagram above, it explains that the difficulty faced by students is the lack of learning media facilities. Media is considered as a support for learning because it is a source of information, news, and knowledge related to the learning topic it guides. The use of media in learning is one of the supporting components of education and learning activities. The steps or methods of learning with learning media are as follows: First, in the first activity, such as teacher greetings, prayers, and student attendance, the teacher encourages students to study hard. The teacher will explain the learning objectives to be communicated, prepare the image media to be communicated, and explain how to handle the images to be communicated. The teacher will explain how

to use the picture objects taught, explain the differences between the picture objects taught, and provide opportunities for students to explain the pictures taught by the teacher. The teacher explains the main functions of the taught pictures and provides opportunities for students to ask questions that are not clear. Distribution of worksheets, students work on the distributed worksheets, the teacher evaluates the results of the worksheets. Second, the last activity (closed) is the teacher and students draw conclusions and the teacher explains. A guide for students.

One of the things that makes students enthusiastic in learning is the method used. In this discussion method, the teacher forms students in several groups and afterwards provides a material that is solved together. This is done by the teacher so that each student is able to interact with each other and then understand their abilities related to the teaching material given and hone their abilities together. In this discussion technique, the assessment carried out by the teacher is not only from the individual students, such as the ability to solve problems according to their own abilities but also from their cooperation and cohesiveness in working on the material that has been given. It is not only the intellect that is improved, but also the socialism with others. The advantages of the discussion technique are: provoking students to be more creative in providing an idea of their thoughts. Furthermore, it trains students to be brave to convey the ideas they have thought about before, then this discussion method is a place to exchange ideas between students and other students and also not forgetting the teacher as well, besides that it is able to train cooperation within the students. Every learning method has advantages and disadvantage. Every learning method has advantages and disadvantages.

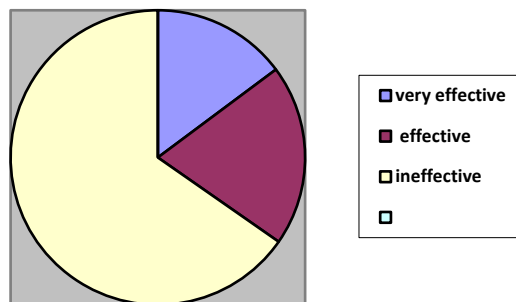


The use of kahoot media in Arabic language learning helps students understand the learning.

Based on the data picture above, it is obtained that the use of kahoot media helps students in understanding maharah Qiraah learning. The first data is dominated by the answer helping the continuity of learning with a total percentage of 53.1% of student responses. Followed by the amount of 46.9% of research object respondents in the form of very helpful. Thus, it is known that high school students feel helped by the use of kahoot in learning maharah qira'ah. The thing that underlies this perception is that the teacher always creates an efficient learning atmosphere in the form of utilizing this kahoot media, so that the learning components always interact and communicate smoothly so that the school can achieve the educational goals that have been formulated together.

before. Media can support, assist and welcome learning, it can be likened to the heart of an education to keep it running. Without the movement of the heart, it can be ascertained that even though the supporting components have tried their best, it is not certain that it will move significantly, it still appears to be running but still in the same corridor or arguably ngestack in place. The media is the main and most important welcomer in carrying out education in the school institution.

Not only that, a teacher must also understand the condition of his students, which means that he must be able to create a cool learning atmosphere so that if the child misses the lesson he feels sorry that he cannot participate in the learning process, this is anchored in student interest in the learning that takes place. Actually not only that, this online learning offers many advantages such as for example it can be carried out anywhere and anytime. but behind that is a myriad of shortcomings by using this virtual system. With this online learning, instead of increasing the system's interest in the learning system that wants to be applied, he is more interested in the games on his cellphone. Students are not motivated by the world of learning presented by educators, be it in terms of teaching materials, learning strategy methods in the learning process. The transfer of the learning system that was originally carried out face-to-face was transferred to an online system or called online became a problem because the system was changed suddenly by the government in order to overcome students' difficulties in using kahoot media, but this even caused unstable education. Educators and students are not fully prepared to do this online, it is also included in the realm of coercion. If they don't do it, they have violated the country's laws and caused the decline of the education sector



The effectiveness of using kahoot media to improve students' Arabic comprehension

Based on the picture exposed above, we can see how the perception of the views of Madrasah High School students on the effectiveness of using kahoot game media on students' maharah qira'ah learning. As many as 61.3% of the frequency of student respondents chose optional effective, they were of the view that the application in the form of kahoot helped them in the continuity of learning maharah Qira'ah, then the opposite or perception chose very effective with a frequency of 38.7% of respondents. Thus we can conclude that the madrasah students found development and improvement in assessment evaluation based on the diagram described by the educators. With this

explanation, we can find the effectiveness in learning after the use of kahoot, especially in the subject of maharah qira'ah. Apart from being based on the evaluation of the assessment of the madrasah students' competence, the effectiveness that includes in the education improvement system is in the form of increasing students' interest and interest in learning. And increased student curiosity about learning related to the use of audio-visual media and maharah istima'. This can reflect that the high school which is the object of research uses kahoot media as a means and infrastructure for the implementation of students' Arabic language learning.

CONCLUSION

Learning in kahoot game media is related to how students read Arabic text to be able to understand the meaning of the sentence. With this, it can optimize students' abilities and make it easier for students to understand the written words. The goal is to develop cognitive abilities by inspiring in the form of this kahoot game, and by exposing sentences that affect students' focus on the Arabic sentences given. There are pros and cons to using kahoot game media. Therefore, when using it, you need to consider some important aspects that support its success. To be successful in the learning process with kahoot game media, we recommend the following: First, provide a learning experience for learners. Secondly, if you are going to use kahoot game media, the content of the game should be adjusted to the material and the level of development of the learners. Third, prepare the condition of students before starting the game. Fourth, follow up by giving questions to children regarding the game questions. So, with the research related to students' perceptions of the utilization of kahoot media in Arabic language learning in high school, it helps the teaching and learning process of students in understanding Arabic lessons. Not only in Arabic lessons because by using this media it really helps educators in the teaching and learning process in the form of mastery of material and strengthening teaching materials from teachers for students..

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