

The Effect of Kahoot Media Use and Learning Motivation on Student Learning Outcomes in Mathematics Subjects

Nur Shopia, Achmad Noor Fatirul, Sunyoto Hadi Prayitno

PGRI Adi Buana Surabaya University Indonesia

***Corresponding Author e-mail:** shofisubagyo79@gmail.com

Abstract: This study aims to determine the interaction between the use of kahoot media and learning motivation on student learning outcomes in mathematics subjects at SMA Al Islam Krian. With the implementation of this research, it is hoped that it can have several benefits, such as the potential to produce valuable insights and expand insights in academic courses. Especially related to the use of information technology is the understanding of how learning motivation and the application of Kahoot affect student learning outcomes in mathematics subjects. The research paradigm used in this study is a quantitative approach. The experimental research design used was *Quasi Experimental Design - Nonequivalent Control Group Design*. The control class was only given treatment using power point, while the experimental class received treatment in the form of free variables, namely Kahoot application media (X) and learning outcomes (Y) were bound variables or variables that were changed in this study. The value of mathematics learning outcomes is considered to be influenced by the element of student learning motivation. Therefore, the researcher included a moderate variable (M), namely the student's motivation to learn. In this study, the research population is 431 students in class XI Special Class and Class XI Regular, then the research sample is students in class XI-4 (Special Class) as an experimental class totaling 36 students and class XI-10 (Regular Class) which is a control class of 36 students. The research instruments used were questionnaires and tests. Meanwhile, to analyze the data, the researcher used a 2-path annova analysis. Based on the results of the 2-path anova test, the significance value of interaction between learning media and learning motivation was $0.016 < 0.05$ so that it can be interpreted that there is an interaction between kahoot learning media and student learning motivation on student learning outcomes.

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Introduction

Science continues to develop, changing according to the needs of the times and the way of thinking of humans. Technology continues to be developed and used in various aspects of life as time goes by. Education is also inseparable from this. Many education circles today use technology to improve the quality of students so that they can develop, as well as make it easier for educators to carry out their duties. (Putra et al. 2024)

Information technology is developing rapidly, and this is starting to affect the world of education. For example, the widespread adoption of information technology has begun to contribute to the smooth teaching and learning process. The purpose of developing and applying information technology in education is to create learning media that will help teachers in delivering lessons more easily. Teachers must carefully evaluate the learning media they choose and be able to identify the right learning media for their students to optimize their learning capacity. This is because learning media plays an important role in educational activities. (Mattawang et al. 2023)

Teachers use learning media as a tool in the delivery of teaching materials. Another tool to help achieve learning goals is learning media. Books are one example of visual learning media among many other learning media. In addition, there are also audio-visual learning media, such as animated videos, movies, power points, and others. Teachers can choose learning media by changing the content in their teaching materials. In order not to have a bad impact on students' motivation and learning outcomes, the teaching materials chosen must also be comprehensive in order to stimulate students' interest in learning. (Putri 2023)

In general, the use of technology can improve educational standards. Increasing learning outcomes or student achievement indicates an improvement in the quality of education. The use of game-based learning materials is one way to improve student achievement and learning outcomes. The field of education today makes a lot of use of game-based learning. When compared to traditional learning approaches, game-based learning has been shown to have a good impact in various studies. (Purwanto et al. 2021)

The Kahoot app is a widely known and easy-to-use educational tool that facilitates interactive and engaging learning between students and teachers through quiz games. Students can access and use this Kahoot in groups or alone. (Puspitasari et al. 2023) The creation of learning resources based on the interactive Kahoot quiz game increases student motivation, performance, and engagement in teaching and learning activities while increasing learning effectiveness. Schools and other educational institutions use the game-based learning tools Kahoot! as an interactive learning tool. Furthermore, the Kahoot app can increase students' interest and engagement in the learning process, which will improve their academic achievement. (Puspaningrum et al. 2024; Sugiani 2023)

Utilizing the Kahoot application in the learning process is the purpose of its use as a digital game-based learning tool. One of the benefits of this Kahoot software is that it can be used for a variety of school subjects, such as math, English, Arabic, and so on. So that students can use the simple and entertaining Kahoot program to tackle subjects that are considered challenging. In addition, the platform is a gamification-based educational tool. (Marwah et al. 2023) Wow! It's easy to use and includes a number of elements that really help increase student engagement, such as music that's already included, time limits for answering questions, updates on top scores, and engaging graphics. After each question, the number of students who chose each answer option is displayed along with the correct answer. This is an excellent opportunity for instruction as the teacher decides when to move on to the next question. (Smith et al. 2018)

The Kahoot software can also be used as an activity tool to assess student learning outcomes, including practice questions, enrichment, initial tests, and final tests, in an engaging, stimulating, and non-boring learning environment. (Laumbo et al. 2024) This is in

accordance with research by Andaresta et al. (2024) which suggests that the use of Kahoot media significantly improves students' cognitive learning outcomes. Because of the many interesting aspects, Kahoot has been proven in a study by Rozanah et al. to change students' emotional states and increase enthusiasm when used as a learning tool. Learning outcomes, which are in the form of scores or numbers, are competencies achieved after learning activities. Student learning outcomes are mainly influenced by two types of factors: internal factors that come from within the student and external factors that come from the surrounding environment. Student skills that have a significant impact on learning outcomes in school are considered an internal factor. (Agraini et al. 2024)

The researchers' findings during observations conducted in grade XI of Al Islam Krian High School show that the main focus of teachers during learning is on providing material and emphasizing the use of PowerPoint media. This makes learning only focused on the teacher, so few students participate in the question and answer session on the topic of the lesson. Learning objectives have not been achieved through a reciprocal interactive approach. Although the teacher is convinced that the use of PowerPoint material is sufficient, the students pay less attention and participate less in class. There is no best level of student participation when using PowerPoint materials.

In addition to being able to utilize the right learning resources and learning media, teachers must also be able to foster high student motivation in participating in mathematics learning. A person's motivation is an energetic change that manifests as an emotional response (feeling) and goal-achieving behavior. A student needs both internal and external passion for learning to achieve very high learning outcomes. This motivation can be found both inside and outside the student. Of course, when students learn in the classroom, especially in areas like math that are considered challenging, this motivation needs to be increased. (Nurrawi et al. 2023)

Low motivation to learn can be seen from the following: students do not seriously listen to the teacher when teaching in front of the class, are always busy with other things, do not complete the assignments given, do not take notes of the subject matter because it is written in the textbook, and do not memorize formulas. Likewise, students who consider mathematics to be the least interesting and scary subject, so they are less interested in learning it because they consider mathematics to be a difficult subject. (Mangangantung et al. 2022)

The researcher decided to conduct a trial of learning media at SMA Al Islam Krian using the Kahoot application because several previous studies found that the application increased student involvement in the learning process and Kahoot was preferred by students and teachers. The fact that learning in grade XI of Al Islam Krian High School rarely uses the Kahoot program is another factor in the researcher's decision. This is based on an interview with one of the mathematics instructors of Al Islam Krian High School who said that the implementation of the Kahoot application has never been done before. Kahoot-based learning materials have never been used due to limited capacity to do so. Meanwhile, the development of school infrastructure and resources intrigued researchers to conduct research there. The research also reasoned that the Kahoot application can foster an interesting and dynamic learning environment.

Method

The research paradigm used in this study is a quantitative approach. The experimental research design used was Quasi Experimental Design - Nonequivalent Control Group Design. The control class was only given treatment using power point, while the experimental class received treatment in the form of free variables, namely Kahoot application media (X) and learning outcomes (Y) were bound variables or variables that were changed in this study. The value of mathematics learning outcomes is considered to be influenced by the element of student learning motivation. Therefore, the researcher included a moderate variable (M), namely the student's motivation to learn. In this study, the research population is 431 students in class XI Special Class and Class XI Regular, then the research sample is students in class XI-4 (Special Class) as an experimental class totaling 36 students and class XI-10 (Regular Class) which is a control class of 36 students. The research instruments used were questionnaires and tests. Meanwhile, to analyze the data, the researcher used a 2-path annova analysis.

Results And Discussion

Result

The purpose of this study is to find out whether there is a difference in learning outcomes between students who are given material using two different media, by considering the learning motivation possessed by students. The provision of material with two different media was carried out in 2 classes, namely class XI.04 (Special Class) with a total of 36 students who will be used as an experimental class and XI.10 (Regular Class) with a total of 36 students who will be used as a control class.

Kahoot quizzes as a learning medium can be done through <https://create.kahoot.it/> link. Through this page, teachers can make quizzes with the number of questions according to their needs. When you are about to start the game, through the quiz that has been made, you will get a pin that connects students with the quiz made by the teacher. This PIN can be changed at any time when the teacher starts the quiz experiment by clicking "host live"

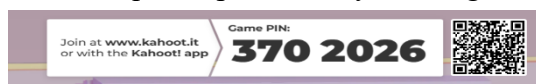


Figure 1. Kahoot Quiz PIN on Teacher Account

The PIN is then displayed on the LCD screen so that it is known by all students in the class. On the kahoot application on the student's smartphone, it will ask to enter the "game PIN" and the student's name.

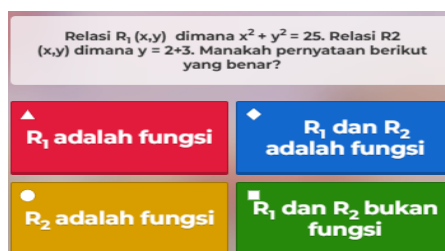


Figure 2. Kahoot Quiz Layout on Students' Smartphones

The use of kahoot media in the experimental class was carried out for 2 sessions, namely a pretest session, a material delivery session and a posttest session. The provision of material using kahoot is carried out on the sidelines of each question. After the time to answer the questions has run out, the material related to the question will be given to the students. But before starting to use kahoot for learning activities. Previously, students filled in learning motivation instruments to measure the level of learning motivation of each student.

Annova 2-Way Test Results

Table 4. *Two Way ANOVA*

Tests of Between-Subjects Effects					
Dependent Variable: Learning Outcomes					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	5868.507 ^a	3	1956.169	125.497	.000
Intercept	401069.067	1	401069.067	25730.476	.000
X	3341.997	1	3341.997	214.405	.000
Y	1461.954	1	1461.954	93.791	.000
X * Y	95.790	1	95.790	6.145	.016
Error	1059.938	68	15.587		
Total	425846.000	72			
Corrected Total	6928.444	71			

a. R Squared = .847 (Adjusted R Squared = .840)

The results of the two-path anova test on each variable as shown in Table 4.7, namely the first hypothesis about the influence of learning media, obtained a significance value of $0.000 < 0.05$. This condition means that H_0 is rejected. So for the learning media factor, there is a significant difference in student learning outcomes between using powerpoint learning media and kahoot learning media. So in this study, it is concluded that there is an influence of the use of learning media on student learning outcomes. Then the second hypothesis about the learning motivation factor of students rejects H_0 and accepts H_a . So in this study, the hypothesis is that there is a significant difference in learning outcomes between students who have high learning motivation and students who have low learning motivation are accepted. So the conclusion is that there is an influence of student learning motivation on student learning outcomes. The second hypothesis regarding the calculation of the significance of the interaction between learning motivation and learning media obtained a value of $0.016 < 0.05$. Because the significance value < 0.05 , H_0 is rejected. So it can be interpreted that there is an interaction between kahoot learning media and student learning motivation on student learning outcomes. This is in line with the research conducted by (Ilmiyah & Sumbawati, 2021) entitled "The Influence of Kahoot Media and Learning Motivation on Student Learning Outcomes" the results of the study showed that the test of the interaction between learning motivation and learning media obtained $0.000 < 0.05$ showing that there was an interaction between learning media and learning motivation in influencing student learning outcomes, which was 0.014.

Discussion

The Effect of the Use of Kahoot Media with Power Point Media on Student Learning Outcomes in Mathematics Subjects at Al Islam Krian High School

Based on the results of the analysis of the anova 2 test, the significance value is $0.000 < 0.05$. This can be interpreted that the use of learning media, both in the form of powerpoint and Kahoot media, has an influence in the form of significant differences in student learning outcomes.

This is in accordance with the research conducted by (Thomas et al., 2025) entitled "The Effect of the Use of Kahoot Media on the Learning Outcomes of Animation Students of SMK Karsa Mulya Palangka Raya" Based on the results of the study, it was obtained that the tcount test score of Sig $0.000 < 0.05$ was obtained. So based on the testing criteria, it can be said that H_0 was rejected and H_a was accepted, which means that the use of Kahoot media has an effect on the animation learning outcomes of students of SMK Karsa Mulya Palangka Raya.

The results of this study are also in line with the research conducted by (Zulfikar et al., n.d.) that the use of Kahoot learning media had a significant positive effect on learning outcomes, because the average score of the experimental group was higher than that of the control group. Similar research also produced data that there was an influence on the group that was treated using kahoot media, and showed that the learning outcomes of IPAS students in the experimental class were in the "good" category. (Humaira & Meilana, 2024)

The Influence of High and Low Learning Motivation on Student Learning Outcomes in Mathematics Subjects at Al Islam Krian High School. Based on the results of the anova 2 test, the significance value of the student learning motivation variable is $0.000 < 0.05$ so that it can be interpreted that there is a significant difference in learning outcomes between students who have high learning motivation and students who have low learning motivation. This is in accordance with research conducted by (Anggraini et al., 2024) The results of the test were significant or the influence of the independent variable on the bound variable that the t-value was calculated for motivation 0.750 with a significant level of 5% (0.05), then the learning motivation variable was positive and significant to the learning outcomes of students with a tcal value $(0.750) > t_{table} (0.334)$. In this case, it means H_a (Alternative hypothesis), from the comparison of tcal and ttable the effect between learning motivation on student learning outcomes in grade VII in PAI subjects at SMP-IT Nur Riska Lubuklinggau.

The results of the study are also in accordance with what is explained by (Amfotis et al., 2025) In his research entitled "The Influence of Learning Motivation on the Improvement of Natural Science Learning Achievement of Grade V Students of Muder Teresa Catholic Elementary School" showed that there was an effect of learning motivation on the improvement of natural science learning achievement of grade V students of SDK Muder Teresa Kupang.

The Interaction of Kahoot Media Use and Learning Motivation on Student Learning Outcomes in Mathematics Subjects at Al Islam Krian High School. Based on the results of the 2-path anova test, the significance value of interaction between learning media and learning motivation was $0.016 < 0.05$ so that it can be interpreted that there is an interaction between kahoot learning media and student learning motivation on student learning outcomes.

This is in line with research conducted by (Ilmiyah & Sumbawati, 2021) entitled "The Influence of Kahoot Media and Learning Motivation on Student Learning Outcomes", the

results of the study showed that the test of the interaction between learning motivation and learning media obtained $0.000 < 0.05$ showing that there was an interaction between learning media and learning motivation in influencing student learning outcomes, which was 0.014.

During the learning activities in the experimental class, there were things that students considered interesting from this kahoot. Namely, all students play an active role in participating in learning activities, even some students feel pressured to become the top 5 in each question. There is a special pride for students when their names are displayed on the LCD screen. In accordance with previous studies. It is done that kahoot is able to make students play an active role in learning activities.

However, this affects the students' concentration when listening to the teacher's explanation. Some students are in a hurry to move on to the next question to find out the score they get faster. So that in answering questions, sometimes students don't really think about the right answer. Students focus on the speed at which they answer and achieve the highest score. So that it affects student learning outcomes in the implementation of the posttest which is relatively low. In addition, the low learning outcomes of students are also influenced by several factors, including the short time provided to deliver the material. So that the material presented is less than optimal.

Based on observations made by researchers during the research process, in general, kahoot has affected the dynamics and learning atmosphere to be more enjoyable. The learning process using kahoot is able to attract attention and force students to focus on what is in front of the class. So that the classroom atmosphere becomes easier to control.

Conclusion

Based on the results of the 2-path anova test, the significance value of the interaction between learning media and learning motivation was $0.016 < 0.05$ so that it can be interpreted that there is an interaction between kahoot learning media and student learning motivation on student learning outcomes, in general kahoot has affected the dynamics and learning atmosphere to be more enjoyable. The learning process using kahoot is able to attract attention and force students to focus on what is in front of the class. So that the classroom atmosphere becomes easier to control.

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