



Students' Perceptions on the Use of Kahoot for Learning English in Physical Education Class

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Abstract

Kahoot is an internet-based educational platform that operates as an interactive game, serving as a digital assessment tool. The purpose of this study is to find out the perception of students in using Kahoot in Physical Education class. The research was conducted using a quantitative methodology, employing a questionnaire as the primary research instrument. In this study, a questionnaire was employed as the research instrument to assess the students' perception on the utilization of Kahoot in the context of Physical Education. The sample for this research was selected as class B by the researchers. In class B, there were 26 students in the class. All students in class B were given a questionnaire to find out the perceptions of students in physical education classes. Based on the findings of the research, most students have a positive perception of the use of Kahoot in physical education classes. The positive category was obtained from students' perceptions about the use of Kahoot in physical education class. This proves that the use of Kahoot is a learning tool that can be used for English learning in physical education classes. It can be concluded that Kahoot offers a viable way to improve students' experiences learning English. Its capacity to increase self-assurance, inspire students, and encourage participation attests to its applicability in modern learning environments.

Keywords: Students' perception; Kahoot; Physical education

A. Introduction

The rapid advancement of technology has brought about a profound transformation in numerous aspects of human life, and one of the most profound areas of its impact has been in the field of education. The pervasive and undeniable influence of technology on education has reshaped the landscape of learning, profoundly enriching the quality and reach of educational experiences for both educators and students. This transformation is especially

evident in the way technology has provided an expansive and dynamic reservoir of knowledge and ideas that are easily accessible to teachers and learners alike. The advancement of science and technology is pushing efforts to revitalize the use of technological outcomes in the educational process (Evaalfasalni & Supriyadi, 2023)

The field of information and communication technology is currently expanding and will continue to do so in order to improve activities and promote human performance (Prayudha & Pradana, 2023). A shining example of technology's integration into education is the pervasive use of the internet and digital tools in the educational process. The emergence of various learning platforms and multimedia resources has marked a significant shift in the way education is imparted and absorbed. The development of online learning systems, in particular, has been a remarkable stride forward in raising educational standards. These platforms offer a wealth of educational content, interactive tools, and collaborative spaces that transcend geographical boundaries, making education more inclusive and flexible than ever before.

Furthermore, the incorporation of technology into education has not only broadened the horizons of learning but also diversified the approaches to teaching and assessment. The emergence of adaptive learning algorithms, virtual laboratories, and virtual reality simulations has created innovative and immersive learning experiences. Students can now engage with complex subjects in an interactive and practical manner, enhancing their understanding and retention of knowledge. Likewise, educators can tailor their teaching methods to suit individual learning styles and pace, thus fostering a more personalized and effective learning environment. Moreover, a lot of teachers continue to underutilize technology in the regular practice of teaching English in the classroom (Prayudha, 2023)

Learning platforms encompass many educational tools, such as games, which can be effectively utilized as instructional media within the classroom setting to enhance student achievement and foster increased motivation. Ebrahimzadeh & Alavi (2017) claimed that game-based learning context can help to motivate students to engage in the learning process. Games are widely recognized as a valuable and captivating educational tool that may be effectively utilized within the classroom setting. The growing prevalence of technology has led to a substitution of conventional games with digital games in the realm of language teaching. Numerous online learning platforms have been concurrently developed to augment educational quality. Learning platforms often incorporate gamified elements that can serve as

educational tools in the classroom, so enhancing student performance and fostering motivation.

Games have been recognized as a valuable and captivating educational tool inside the classroom setting. The increasing prevalence of technology has led to the substitution of conventional games with digital games in the realm of language teaching. Kahoot is a widely recognized digital game that falls within the category of language learning tools. It is specifically designed as a game that utilizes the Classroom Response System. Kahoot, a digital game that was released in 2013, has gained significant recognition as an online educational tool employed by educators to assess students' comprehension and enhance their level of involvement in the learning process. Kahoot is an internet-based educational platform that operates as an interactive game, serving as a digital assessment tool. Teachers can use Kahoot to create engaging quizzes, surveys, and discussions that will inspire students to learn (Mansur & Fadhilawati, 2019)

The utilization of Kahoot has the potential to effectively convert monotonous classroom settings into dynamic and enjoyable learning environments (Thomas and Maulidya, 2021). The primary objective of Kahoot is to enhance student engagement, motivation, enjoyment, and focus in order to enhance academic achievement and foster a positive classroom environment. Furthermore, Kahoot can serve as an effective evaluation tool, enabling educators to provide quizzes or examinations to their pupils. Numerous educators have employed online assessment as an alternative to traditional paper-based examinations (Mada and Anharudin, 2019). Therefore, researchers will conduct research on student perceptions of using kahoot in physical education classes. Based on previous research, Lofti and Pratolo (2021), conducted research that focused on the benefits and problems of using Kahoot. In addition, in research conducted by Mada et al., (2019) they focused on the benefits and whether the kahoot game could increase student motivation. In addition, they also focus on whether kahoot games can improve the grades of students and look for challenges in implementing kahoot games. Both studies are different from the focus of this research. In this study, it focuses on the perceptions of students towards the use of Kahoot. In addition, it is only limited to speaking skills. Also, Physical Education class is a more practical class. In addition, the class that will be used as the object of research is class 1B. However, the research conducted by Hidayad et al. (2023) and the two previous studies described above, used a qualitative approach in their research. Thus, the perceptions sought are only benefits or

challenges/problems. In addition, research conducted by Asniza et al. (2021) and Rusmardiana et al. (2022) is quite relevant to the research that the researchers will conduct. Both studies used a quantitative approach. However, based on previous research, only a few have conducted research that uses speaking skills as the skill under study. Especially in Physical Education class. Therefore, the purpose of this study is to find out the perception of students in using Kahoot in Physical Education class. Therefore, the research question of the research is “what are the students’ perceptions of the use of Kahoot in Physical Education class?”.

B. Research Methodology

The research was conducted using a quantitative methodology, employing a questionnaire as the primary research instrument. The primary objective of quantitative research is to enhance the validity and reliability of objective hypotheses through the systematic investigation of the interrelationships among variables (Creswell & Creswell, 2017). These variables are typically quantifiable and can be assessed through the use of instruments, hence enabling the application of statistical methodologies for data analysis. The primary aim of this study was to investigate the students' perspectives regarding the utilization of Kahoot in the context of Physical Education. In this study, a questionnaire was employed as the research instrument to assess the students' perception on the utilization of Kahoot in the context of Physical Education. The researcher analyzed a portion of the responses from each student's questionnaire and provided a rationale to determine the outcomes of the questionnaire.

The study's target population comprises first-semester students enrolled in the physical education class at the University of Bengkulu. The class is partitioned into three distinct categories, namely as A, B, and C. The sample for this research was selected as class B by the researchers. In class B, there were 26 students in the class. All students in class B were given a questionnaire to find out the perceptions of students in physical education classes. A questionnaire is a method used to gather data from individuals, known as respondents, by presenting them with a series of statements or questions that are relevant to the study topic.

The researcher will employ a closed questionnaire that was adapted from Bawanti's (2021). A closed questionnaire refers to a survey instrument that comprises a predetermined set of questions or statements, with the response options being directly aligned with these

inquiries. There are two distinct categories of questionnaires: open-ended and closed-ended questionnaire (Arikunto, 2010). Whereas in this study was use a close-ended questionnaire. In a closed-ended questionnaire, participants are limited to choose predetermined response options provided by the researcher. The chosen methodology for this study involves the utilization of a closed-ended questionnaire as the primary instrument for data collection. The Likert scale was employed to assess participants' responses to the questionnaire in this research. The Likert scale utilized in this study's questionnaire consists of four response options: (1) strongly agree, (2) agree, (3) disagree and (4) strongly disagree. Participants are instructed to choose a solitary response from the Likert scale, as indicated by the questionnaire. Upon the completion of the response, the questionnaire will do an analysis in order to ascertain the result. The frequency of individuals selecting each potential outcome is documented as a percentage following the presentation of a statement. The formula was employed to ascertain the statistical significance of each instance of frequency of occurrence (Sudjono, 2008) as follows:

$$P = \frac{F}{n}$$

I = Percentage

F = Frequency of Answer

K = Total of respondents

Table 1. The interval of respondent's score

Interval (%)	Classification
76-100	Strongly positive
51-75	Positive
26-50	Negative
0-25	Strongly negative

C. Results and Discussion

1. Results

The research result is shown in this section. Based on the research question, the perceptions on the use of Kahoot in physical education class. However, a questionnaire was used to gather information about the perceptions on the use of Kahoot. The four categories of data were examined. They were strongly positive, positive, strongly negative, and negative. The detailed data described in the table 1.

Table 2. Frequency of students' perceptions on the use of Kahoot per statements.

Items	SA	A	D	SD	Category
S1	30.8%	69.2%	0%	0%	Positive
S2	15.4%	73.1%	11.5%	0%	Positive
S3	42.3%	57.6%	0%	0%	Positive
S4	23.1%	69.2%	7.7%	0%	Positive
S5	34.6%	65.3%	0%	0%	Positive
S6	23.1%	76.9%	0%	0%	Positive
S7	38.4%	42.3%	19.2%	0%	Positive
S8	38.5%	61.5%	0%	0%	Positive
S9	38.5%	46.2%	15.4%	0%	Positive
S10	26.9%	61.5%	11.5%	0%	Positive
S11	38.5%	50%	11.5%	0%	Positive
S12	38.5%	61.5%	0%	0%	Positive

Table 2 shows that most students have a positive perception of the use of Kahoot in physical education classes. The positive category was obtained from students' perceptions about the use of Kahoot in physical education class. This proves that the use of Kahoot is a learning tool that can be used for English learning in physical education classes.

Table 3. The Frequency of Statement 1

N=26					
Items	SA	A	D	SD	Category
S1	30.8%	69.2%	0%	0%	Positive

From the first statement describing students' feelings towards independent learning that can make them more confident. Table 3 shows that a small proportion of students (30.8%) strongly agree with the statement, this is coupled with the majority of students who agree (69.2%). Consequently, pupils have a sense of contentment when engaging in solitary study, since it fosters a boost in their self-assurance. Through independent study, students can engage in English language practice without experiencing embarrassment or fear of making mistakes while speaking.

Table 4. The Frequency of Statement 2

N=26					
Items	SA	A	D	SD	Category
S2	15.4%	73.1%	11.5%	0%	Positive

Then, the second statement is about students' ability to manage study time. Table 4 shows that a small number of students (15.4%) strongly agreed, while a large number of students (73.1%) agreed with the statement that Kahoot helped improve their ability to manage study time. This was followed by (11.5%) who disagreed. From the results above, it can be seen that there are many students who feel that by using Kahoot, they can improve their ability to organize study time. This can happen because Kahoot can be used anywhere and anytime, thus allowing students to study using Kahoot whenever and wherever they have free time. As for the small number of students who disagree, this happens because there are still some students who are still unfamiliar with Kahoot.

Table 5. The Frequency of Statement 3

N=26					
Items	SA	A	D	SD	Category
S3	42.3%	57.6%	0%	0%	Positive

Furthermore, the third statement is about students' motivation in learning English after using Kahoot. Table 5 shows that most students (42.3 %) strongly agree and (57.6%) agree with this statement. This demonstrates that Kahoot has the ability to inspire and encourage students in their English language development.

Table 6. The Frequency of Statement 4

N=26					
Items	SA	A	D	SD	Category
S4	23.1%	69.2%	7.7%	0%	Positive

In addition, the fourth statement was about students' feelings in using Kahoot during classroom learning. Table 6 shows that most students (69.2%) agreed with the statement, while some other students chose strongly agree (23.3%) and (7.7%) chose disagree. This means that students enjoy using Kahoot during class and shows that students enjoy classroom conditions that are not always monotonous where they only listen to explanations from teachers. Thus, they need new innovations namely learning using technology.

Table 7. The Frequency of Statement 5

N=26					
Items	SA	A	D	SD	Category
S5	34.6%	65.3%	0%	0%	Positive

The fifth statement is about Kahoot's contribution in helping students learn faster. Table 7 shows that most students (65.3%) agree and a small proportion (34.3%) strongly agreed. The results above show that Kahoot succeeded in helping them learn faster because the use of Kahoot is easy to use and can be adjusted to each student's English level.

Table 8. The Frequency of Statement 6

N=26					
Items	SA	A	D	SD	Category
S6	23.1%	76.9%	0%	0%	Positive

The sixth statement is about students' ability to remember new vocabulary from using Kahoot. From the table above, it can be seen that most students (76.9%) agree, coupled with only a few students (23.1%) who strongly agree with the statement. Based on the results, it can be said that the use of the Kahoot can increase their English vocabulary. With the amount of vocabulary they get, students will find it easier to speak.

Table 9. The Frequency of Statement 7

N=26					
Items	SA	A	D	SD	Category
S7	38.4%	42.3%	19.2%	0%	Positive

The seventh statement is about students' interest in online assignments given by the teacher. From the table above, it can be seen that most students (42.3%) agree, only a few students (38.4%) who strongly agree and followed by (19.2%) students who disagree with the statement. Based on these results, it can be seen that the level of student interest in online assignments is quite high, students more comfortable if doing assignments online, especially in speaking skills.

Table 10. The Frequency of Statement 8

N=26					
Items	SA	A	D	SD	Category
S8	38.5%	61.5%	0%	0%	Positive

The eighth statement is about the ease with which students can answer the teacher's questions. Table 10 shows that most students (38.5%) agreed, followed by most students (61.5%) who chose to strongly disagree with the statement. This means that the use of the Kahoot application is still unable to facilitate students in answering teacher questions. This may be due to the fact that the lessons in Kahoot do not contain lessons learned at school but only learn English in general.

Table 11. The Frequency of Statement 9

N=26					
Items	SA	A	D	SD	Category
S9	38.5%	46.2%	15.4%	0%	Positive

The ninth statement is about the ease with which students understand the lesson. It can be seen in table 11, showing that most students (46.2%) chose to agree, followed by (38.5%) who chose strongly agree, and followed by (15.4%) students who chose to disagree. Based on this, it can be concluded that by using Kahoot, students understand learning more easily. This can happen because students get a lot of new vocabulary from Kahoot and this makes it easier for them to understand English learning through these vocabularies.

Table 12. The Frequency of Statement 10

N=26					
Items	SA	A	D	SD	Category
S10	26.9%	61.5%	11.5%	0%	Positive

The tenth statement is about the improvement of student learning on the use of Kahoot. It can be seen in table 3, showing that most students (61.5%) chose to agree, followed by some others (26.9%) who chose strongly agree, and followed by (11.5%) students who chose to disagree. Therefore, it can be concluded that by using Kahoot, students can improve their learning.

Table 13. The Frequency of Statement 11

N=26					
Items	SA	A	D	SD	Category
S11	38.5%	50%	11.5%	0%	Positive

The eleventh statement is about the improvement of students' memory of learning after using the Kahoot. In table 11, it can be seen that most students (50%) agreed, followed by some

others (38.5%) who chose strongly agree, and followed by (11.5%) students who disagreed. Based on the explanation above, most students feel that using the Kahoot can improve their learning.

Table 14. The Frequency of Statement 12

N=26					
Items	SA	A	D	SD	Category
S12	38.5%	61.5%	0%	0%	Positive

Finally, the twelfth statement is about the improvement of students' speaking ability after using the Kahoot. In table 14, it can be seen that most students (61.5%) agreed, followed by some (38.5%) who strongly agreed. Based on the explanation above, most students feel that using the Kahoot can improve their speaking skills by using its feature.

2. Discussion

This study aims to find out what the perceptions of physical education students are towards the use of Kahoot. Based on the results of this study, most of their perceptions fall into the positive category. This means that the students have a positive response to teaching using the Kahoot platform. The use of Kahoot is also very easy because it can be accessed through a cellphone application or through a browser. Thus, it can make it easier for students to access it through any device. As long as they have an internet connection. However, based on research conducted by Lotfi et al. (2021) they found 2 problems faced by students. Such as unstable connections and the absence of space for discussion between teachers and students. This makes it a challenge as a student in using Kahoot. However, Kahoot only attaches quizzes without any discussion space, especially since it is done completely online.

In addition, based on the results of research conducted by Rusmardiana et al. (2022), they found that the results of student perceptions were included in the good category. This is related to this study which found that most of the students' perceptions were included in the positive category. In addition, the researcher also recommended that teachers can use Kahoot as an alternative media to help evaluate learning. In addition, research conducted by Maulidya (2021) also supports the previous statement. namely, student perceptions were found to be positive about Kahoot as a good media in their learning. In addition, Kahoot is also an assessment tool, where lecturers can use Kahoot to check their students' knowledge, how their students' learning progress. In addition, Kahoot is an online-based game as a

learning platform which is suitable for the lifestyle of today's students where technology has grown rapidly in this day and age.

The results of the study shed light on the various effects of incorporating Kahoot into students' English language learning process. One noteworthy finding is that students' confidence has increased significantly as a result of their independent learning. As indicated by the majority of respondents who concur, this self-directed approach promotes satisfaction and boosts self-assurance, enabling students to practice their English language skills without worrying about making mistakes or looking foolish. Furthermore, Kahoot shows itself to be a powerful tool influencing many aspects of learning. It greatly helps students manage their study time, and most of them report that it has a positive effect on their capacity to plan flexible study sessions. High agreement levels among students who feel inspired and encouraged in their language development journey through Kahoot are indicative of the platform's pivotal role in enhancing motivation.

The positive reception about Kahoot is also reflected in classroom experiences, where most teachers say they enjoy using it and prefer it to boring teaching techniques. Students' affirmations of the platform's role in helping them expand their vocabulary in English further demonstrate its efficacy in assisting vocabulary acquisition and may also help them become more proficient speakers. Nevertheless, difficulties arise when it comes to students' comprehension of lessons and their ability to respond to particular classroom-related questions; these issues may arise because Kahoot's content isn't perfectly matched with the school curriculum.

Students overwhelmingly concur that Kahoot has a positive influence on their learning process in spite of these difficulties. The overwhelming majority recognize the positive impact of the platform, citing everything from memory retention to general speaking skill improvement. As a result, the study highlights Kahoot's potential as a useful adjunct tool for boosting students' self-assurance, drive, and language proficiency in learning English. However, it also emphasizes how important it is to continue integrating Kahoot content with classroom instruction in order to close current gaps and optimize its effectiveness as a teaching tool.

D. Conclusion and Suggestion

Based on the findings of this study, it can conclude that most categories are positive. However, the data clearly show that Kahoot greatly raises students' self-assurance and confidence in their ability to learn independently. Most students view solo study with Kahoot as a way to reduce anxiety about making mistakes while honing English language skills, which in turn promotes a feeling of empowerment and satisfaction. Furthermore, Kahoot shows itself to be a flexible tool that enhances students' capacity for time management and motivates them to learn English. Many students acknowledge that Kahoot has helped them become better time managers, and they credit the platform's accessibility and flexibility for helping them make the most out of their study schedules. The platform is also praised for its capacity to uplift and support learners as they progress through their language learning process, fostering a more stimulating and engaging learning environment.

The fact that Kahoot is fun for students to use in class further supports its ability to break up the monotony of conventional teaching techniques. In line with students' preference for cutting-edge, tech-driven learning strategies, Kahoot's interactive features not only pique students' interest but also act as a catalyst for engagement. The results also demonstrate how Kahoot speeds up learning, especially when it comes to expanding one's vocabulary and improving speaking skills in general. Nonetheless, difficulties continue to arise in coordinating Kahoot content with classroom lessons, which impacts students' capacity to reply to particular teacher questions. This disparity may make the platform less useful in some learning environments. Students generally emphasize the overall positive impact of Kahoot on their learning experiences, despite these challenges. The majority of respondents recognize Kahoot's potential as a useful supplemental tool in English language instruction, pointing to its capacity to promote speaking, memory retention, and learning facilitation.

The study's conclusion indicates that Kahoot offers a viable way to improve students' experiences learning English. Its capacity to increase self-assurance, inspire students, and encourage participation attests to its applicability in modern learning environments. However, in order to optimize its potential to improve student learning outcomes in English language education, efforts should concentrate on more closely aligning Kahoot content with curriculum objectives.

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