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Empowering Teachers with Kahoot-Based Media for Engaging Learning in Majene

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Abstract. This community service program aimed to enhance the competence of teachers at SD Negeri 19 Rangas, Majene Regency, in utilizing Kahoot, an interactive and engaging online learning platform, to address the challenges of online education and improve teaching quality. The program employed a combination of lectures, hands-on practice, discussions, and evaluations. Conducted on July 13, 2023, the training involved 18 participants and emphasized practical engagement to ensure effective skill development. The training achieved a 90% attendance rate and demonstrated high enthusiasm among participants, as reflected in active participation during practical sessions and discussions. Evaluations indicated an 85% understanding of the processes and a 90% success rate in achieving learning objectives. The program effectively enhanced teachers' capacity to integrate Kahoot into their teaching, fostering interactive and engaging learning environments. It addressed key online learning challenges, such as lack of engagement, while improving pedagogical outcomes. The training successfully equipped teachers with the necessary skills to utilize Kahoot as an innovative learning tool, contributing to improved teaching practices and student engagement in online education.

Keywords: Kahoot-Based Learning; Teacher Competence; Online Education; Interactive Learning Media; Community Service Program

1. Introduction

The rapid development of technology today has greatly impacted almost every aspect of life, including education. The rapid advancement of science and technology influences all aspects of human life, including the field of education (Franceschi et al., 2009). Technology provides significant ease in various sectors, especially in learning (Sardone, 2019). With technology, the learning process can become more effective, engaging, and efficient. The development of technology has a major impact on the education sector, including the emergence of various online learning resources such as online libraries, online learning, and discussions that can be conducted online (Kennedy, 2010; Mazerolle et al., 2014; Stolk et al., 2011). This is certainly aimed at improving the quality of education and supporting broader access to education. Learning media is a crucial element in the learning process (Hatsanmuang & Sanrattana, 2023; King, 2019;

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Praneetpolkrung & Supakicco, 2023). With media, students will find it easier to understand what is being explained during the learning process.

Technological developments not only bring changes to curriculum content but also to pedagogical approaches (Hoi, 2022; Middleton, 2016; Wang et al., 2023). Technology encourages more dynamic and interactive technology-based teaching, rather than just traditional teaching. This technology allows learning to take place anytime and anywhere, giving students the freedom to learn in ways that are more flexible and suited to their needs (Bunyamin et al., 2020; Lestari et al., 2022; Middleton, 2016; Yufita & Sihotang, 2020). Technology-based learning media used by teachers should be interactive, fostering interaction between students and teachers (Gkorezis, 2016; Hardianti, 2023; Syach, 2021). Kahoot, one such application, can be used by teachers as an online learning media in schools.

One of the positive impacts of using technology in education is the improvement in the quality of learning. The use of technology not only makes it easier for teachers to deliver content, but it also makes students more interested and motivated to learn. The use of media in learning offers significant benefits, including standardizing content delivery, making learning more engaging and interactive, and enabling learning to take place anywhere and anytime (Ennis et al., 2021; Permana, 2021; Praneetpolkrung & Supakicco, 2023). Learning media is an important part of teaching (Elvyra Elvyra & Theodesia Lady Pratiwi, 2023; Nanda et al., 2019; Schmitz et al., 2023). Good media influences teaching variations in the classroom and is expected to improve students' academic performance.

One technology-based learning media that is currently developing is Kahoot. Kahoot is a game-based learning platform that allows teachers to create engaging and interactive quizzes or exercises for students. The use of Kahoot in learning can increase student participation and make the classroom atmosphere more lively. Kahoot, as an internet-based learning media, features quiz games (Alfansyur & Mariyani, 2019; Kudri & Maisharoh, 2021; Puspitasari et al., 2023). Kahoot is an interactive tool for delivering instructional material. Based on observations conducted at SD Negeri 19 Rangas, Majene Regency, several issues related to the use of technology in learning were found. First, teachers' knowledge about Kahoot-based learning media is still very limited. Second, the use of Kahoot as an application to develop learning media has not been maximized. Therefore, training and guidance are needed to help teachers master and optimize the use of this technology in the learning process.

The use of technology in education not only depends on the availability of tools but also on the teacher's mastery of the media. Therefore, understanding teaching strategies and mastering technology-based learning media is crucial. Teachers' mastery of learning media can enhance the effectiveness of teaching and make the learning process more engaging for students (Boghian, 2019; Hatsanmuang & Sanrattana, 2023; Lonka & Ketonen, 2012). The Kahoot-based learning media development training is expected to help teachers at SD Negeri 19 Rangas overcome these issues and improve the quality of learning at the school. The primary goal of this training is to equip teachers with the knowledge and skills necessary to use the Kahoot application as an effective tool for enhancing learning in the classroom. Kahoot, an interactive game-based learning platform, provides a unique way to engage students by turning assessments and learning activities into fun, competitive games. By incorporating this tool into their teaching practices, the training aims to help teachers foster a more dynamic and engaging learning environment.

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During the training, teachers are introduced to the features of Kahoot, such as creating custom quizzes, setting up learning games, and using the platform to track student progress. The purpose is to ensure that teachers understand how to use these features to create interactive and motivating learning experiences. Teachers are guided through the process of setting up Kahoot games and quizzes that align with their curriculum, allowing them to design activities that can both assess students' knowledge and maintain their interest in the subject matter.

The hands-on practice component is particularly important, as it gives teachers the opportunity to directly apply the technology to their own teaching context. By creating and administering their own quizzes, teachers become more familiar with the platform's functionalities, which helps build their confidence in using it with their students. The hope is that after the training, teachers will feel comfortable incorporating Kahoot into their classroom routines to enhance the quality of learning. This, in turn, is expected to increase student interest and motivation, as Kahoot's game-like structure provides a more engaging alternative to traditional assessment methods.

Ultimately, the goal is for teachers to see Kahoot as a valuable learning media that not only improves classroom engagement but also supports deeper student learning by making educational activities more interactive, enjoyable, and personalized.

2. Methods

This community service activity utilized a combination of lecture and hands-on practice methods to effectively train teachers in using the Kahoot application for online learning. The lecture method was initially employed to provide a theoretical understanding of Kahoot and its application in the classroom. The focus of the lecture was to introduce teachers to the key features of the platform, such as creating quizzes, setting up games, and using the tool to engage students interactively (Franceschi et al., 2009; Nisa'atul Wahidah M. Chotibuddin, 2022; Sayed et al., 2023). This approach was essential for laying the groundwork and ensuring that teachers understood the basic functionalities of Kahoot.

Following the lecture, the hands-on practice method was introduced to provide teachers with a chance to apply what they had learned. In this phase, teachers were guided step-by-step in creating their own Kahoot accounts and setting up quizzes for their students. The hands-on sessions allowed teachers to gain practical experience, which is crucial for fostering confidence in using new technology. By guiding teachers through the entire process of using Kahoot—from creating an account to administering quizzes—the training ensured that they could independently utilize the application in their online teaching (Perrin, 2014; Rosyadah et al., 2022; Syach, 2021).

Throughout the training, additional methods such as question-and-answer sessions, group discussions, and evaluations after the practice were integrated to reinforce learning. These methods allowed participants to clarify doubts, share experiences, and discuss challenges they might face when using Kahoot in their own classrooms. The overall process began with an initial observation to analyze the challenges teachers encountered in implementing online learning, which informed the content and structure of the training. This combination of theoretical knowledge, practical application, and interactive learning methods ensured that teachers were well-equipped to integrate Kahoot into their teaching practices, improving student engagement and learning outcomes.

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3. Results and Discussion

3.1. Implementation of Problem Resolution

To address the challenges identified earlier, a structured approach involving alternative solution steps will be implemented. These steps aim to resolve the issues encountered by educators during the learning process and enhance the overall teaching experience through the integration of innovative tools. The following paragraphs outline this approach in detail.

The first step involves conducting an initial observation or field survey to gain insights into the specific difficulties faced by teachers in the learning process. By engaging directly with educators in their teaching environments, the root causes of challenges can be accurately identified. This initial step establishes a clear understanding of the problem and provides a foundation for designing targeted solutions that address the unique needs of teachers and students.

Building on this understanding, the second step focuses on organizing a training session centered on the Kahoot application. Kahoot is a widely used online platform designed to facilitate interactive and engaging learning experiences. This training session will introduce teachers to the application's features and demonstrate how it can be integrated into their teaching methodologies. The aim is to familiarize educators with this tool and inspire them to adopt it as part of their instructional practices.

The third step involves providing hands-on guidance and technical assistance on operating the Kahoot application. Many teachers may find it challenging to navigate new technologies, so offering direct support ensures that they feel confident and capable in using the platform. This stage emphasizes a step-by-step approach, addressing any technical hurdles and empowering teachers to harness the application's full potential.

Following this, a question-and-answer session be conducted to address any difficulties or uncertainties that participants may have encountered during the training. This interactive component allows educators to clarify their doubts and seek solutions to any challenges they anticipate while using the application in their classrooms. It also serves as an opportunity to foster collaboration among participants by encouraging them to share experiences and strategies.

To reinforce the learning process, participants then be given the chance to practice using the Kahoot application directly. Practical application is crucial for building confidence and ensuring that the theoretical knowledge gained during the training is translated into actionable skills. By actively engaging with the tool, participants can experiment with its features and learn how to customize it to suit their teaching needs.

Finally, an evaluation be conducted at the end of the training session to assess participants' understanding and mastery of the material. This evaluation will provide valuable feedback on the effectiveness of the training program and highlight areas that may require further improvement. It also serves as a metric to gauge the readiness of educators to implement the Kahoot application in their teaching practices. This systematic approach aims to address the challenges faced by teachers in the learning process through the introduction and effective implementation of the Kahoot application. By combining observation, training, hands-on assistance, and evaluation, this strategy seeks to empower educators with the tools and confidence needed to enhance the learning experience for their students.

3.2. Partner Participation

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The results of the observation revealed that teachers faced challenges in conducting online learning. The learning process was considered less interactive, with the media used being monotonous, making elementary school students feel uninterested, easily bored, and disengaged during the lessons. Therefore, the targeted participants for the training were the teachers of SD Negeri 19 Rangas. This became the basis for selecting the school as the location for the community service activity.

The partner, particularly the school principal, made several preparations to support the implementation of the training. Some of the actions taken included communicating with the community service team to arrange the event schedule, organizing the number of teachers who would participate, and informing the participants that the training would take place at SD Negeri 19 Rangas in Majene District. Additionally, the school principal requested the participants to prepare laptops as tools to assist during the training. Ultimately, the training on the use of the Kahoot application was attended by all teachers at SD Negeri 19 Rangas. Below is an image of the training process for using Kahoot.

Figure 1 Implementation of Kahoot Training

3.3. Achievements

The Kahoot application training, held on Wednesday, July 13, 2023, at SD Negeri 19 Rangas, was attended by 18 participants and resulted in highly satisfying outcomes. Throughout the event, the teachers at SD Negeri 19 Rangas demonstrated high enthusiasm for the material presented. This was evident from the large number of participants who actively asked questions to clarify things they had not fully understood, as well as the eagerness they showed when practicing using the Kahoot application.

The participants' enthusiasm was also reflected in the attendance rate, which reached 90% throughout the entire event, from the material presentation to the practice sessions. This high interest was due to the novelty of the training for the teachers at SD Negeri 19 Rangas, as well as the direct relevance of the Kahoot application to the challenges they faced in online learning. Additionally, the training atmosphere was enhanced by ice-

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breaking activities, such as the “Tik Tik Bumbum” movement, to overcome participant fatigue.

Based on the observations, the training session achieved a process score of 85% and a final result score of 90%. Participant feedback was very positive, as reflected in the attendance rate of 90% and the consistent enthusiasm throughout the event. Furthermore, from written interviews conducted with participants, most of them stated that the training was very beneficial. They gained new insights into how to manage online learning in a more engaging, easy, and enjoyable way through the Kahoot application, thus improving the quality of the lessons they deliver.

Figure 2 Below shows the participants' enthusiasm during the Kahoot training.

4. Conclusions

The implementation of the Kahoot application training at SD Negeri 19 Rangas on July 13, 2023, was a resounding success in addressing the challenges teachers faced in online learning. The event saw a strong turnout, with 90% of the invited participants in attendance, reflecting a high level of interest and commitment among the educators. The enthusiasm displayed by participants throughout the program highlighted their readiness to adopt innovative teaching tools to enhance their instructional methods. The training equipped teachers with practical skills in using Kahoot as an interactive and engaging learning medium. This application not only provided a platform for more dynamic teaching but also encouraged active participation from students, making the learning process enjoyable and accessible. Teachers were able to explore its features, practice their implementation, and learn how to tailor the platform to suit their classroom needs.

Evaluations conducted at the end of the session indicated a high level of understanding, with participants achieving an 85% comprehension rate of the process and a 90% success rate in applying the learned skills. These results underscore the effectiveness of the training in meeting its objectives. Moreover, the overwhelmingly

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positive feedback from participants affirmed the program's relevance and impact. Teachers reported feeling more confident and prepared to create interactive, student-centered online learning environments.

The Kahoot training successfully addressed key online learning challenges by empowering teachers with innovative tools and practical strategies. The program not only enhanced their teaching capabilities but also contributed to improving the quality of education by making online learning more engaging and enjoyable for students. This initiative serves as a model for future training programs aimed at integrating technology into education, fostering a more interactive and inclusive learning experience.

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